DOCUMENT RESUME

ED 026 807 EF 001 452

By-Deeb, Norman

School Consolidation, A Case Study.

Kentucky Univ., Lexington. Coll. of Education.
Pub Date Sep 67
Note-67p. Bulletin of the Bureau of School Service, v40 n1
Available from-University of Kentucky, Lexington, Kentucky 40506 ($1.00 postpaid)
EDRS Price MF-$0.50 HC-$3.45
Descriptors-County School Systems, Curriculum, Instructional Materials, School Buildings, *School Organization, *School Redistricting

The problems of a Kentucky county school consolidation as related to its educational program were examined in this case study. Questions about the changes in the instructional program included--(1) what were differences in purposes of the schools, (2) what are the differences in the organization structure, (3) what are the changes in facilities resulting from consolidation, (4) what are the changes in curriculum, content, (5) what are the differences in the instructional materials, and (6) what is the effect of consolidation upon the professional staff before and after consolidation? Background of the problem included a historical sketch, reasons for consolidation, evaluation of changes after consolidation, and hypotheses for future attempts to solve school district reorganization. Components of the instructional program were found to be related to each other and to the whole. Changes resulted from the board of education providing an instructional program to better meet the needs of all the students. New and better facilities with more adequate instructional materials and equipment were necessary when consolidation occurred. (BD)

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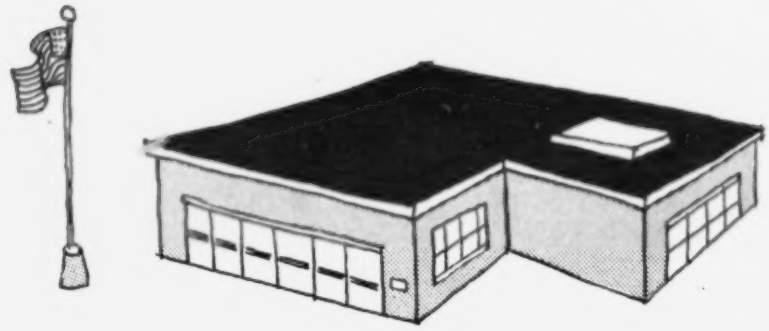
BULLETIN

School Consolidation

A Case Study



EF 001452

VOLUME XL SEPTEMBER 1967 NUMBER 1

BUREAU OF SCHOOL SERVICE

COLLEGE OF EDUCATION • UNIVERSITY OF KENTUCKY

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Second-class postage paid at Lexington, Kentucky 40506. Published quarterly by the University of Kentucky, Lexington, Kentucky. Price $1, postpaid.

School Consolidation
A Case Study

by NORMAN DEEB

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Volume XL September 1967 Number 1
BULLETIN OF THE BUREAU OF SCHOOL SERVICE
College of Education, University of Kentucky, Lexington

LIST OF TABLES

Table		Page
1.	Schools and Grade Enrollments in the Garrard County School System in 1963-1964 and 1964-1965	16
2.	Schools and Grade Enrollments in the Garrard County School System in 1964-1965	16
3.	Schools and Grade Enrollments in the Garrard County School System in 1966-1967	17
4.	The Number and Arrangements of Class Periods by Schools	18
5.	The Number and Size of Classes by Schools, Before and After Consolidation	20
6.	A Comparison of the Five Former High School Plants with the New Garrard County High School	22-23
7.	A Comparison of the Number of Normal Classrooms and Special Purpose Rooms in Each of the Five Former High Schools and the New Garrard County High School	28
8.	A Composite of the Course Offerings by Areas in Each of the High Schools Before and After Consolidation	31-33
9.	Garrard County Course Offerings Which Were Not Offered by All Five Former High Schools and the Number of Former High Schools Which Offered the Course	36-37
10.	A Composite of Courses Taken by Seniors Showing the Number of Seniors Enrolled in Each of the Schools Before and After Consolidation	38-39
11.	A Comparison of the Extra-Class Activities Which Were Offered In Each of the Five Former High Schools and Garrard County High	41
12.	Garrard County Extra-Class Activities in 1966-1967, Including Activities Which Receive Credit, and the Number of Former High Schools Which Offered the Activity	42
13.	Instructional Materials and Equipment: Their Capital Value and the Annual Budget Alloted in the Various Areas of Instruction, by Schools Before and After Consolidation	45-46
14.	A Comparison of Various Audio-Visual Projection and Recording Aids Before and After Consolidation, the Number of, by Schools	49
15.	High School Aptitude and Achievement Tests, by Grades, Before and After Consolidation	53
16.	A Comparison of Staff Requirements Before and After Consolidation	55
17.	The Number of High School Teachers by Schools and the Time Devoted to High School Teaching Only	57
18.	The Number of Teachers by Schools, Showing the Per Cent of Teachers Who Taught From 1 to 6 Different Subjects Before and After Consolidation	59

CHAPTER I

THE PROBLEM

Public education has emerged as a major problem of present-day America. An increasing portion of the attention and resources of state governments is being expended in the supervision and financing of schools, and the federal government is becoming more involved each year.

Contrasts and conflicts of interest are everywhere apparent. An exploding and highly mobile population has necessitated double sessions in many areas, while in others, systems and individual schools have become too small for sound financial planning and efficient operation. Teachers, their traditional docility supplanted by a new militancy, are demanding better facilities and higher pay. Local taxpayers, however, are becoming more and more reluctant to bear the financial burden of such demands and increasingly critical of the way schools are operated. Increased taxes, merger and consolidation are being considered as possible solutions, their merits and demerits discussed and debated.

Underlying all is the need of schools to offer comprehensive programs that not only will satisfy a pupil population with a wide diversity of needs and interests but will prepare youth to prosper in a changing society.

> One of the most significant problems facing the American high school is that of reorganizing general education to meet the needs of youth. In a culture characterized by rapid and fundamental change, it is no longer possible to assume that the conditions under which one generation lives can be passed on substantially unchanged to the next generation. Change is a major aspect of our age. The understandings, skills, and appreciations which might have enabled the citizen to live successfully a decade or two ago are no longer adequate. Youth of today are confronted by problems not even contemplated by their parents. The problems must be solved if our democracy is to survive. To provide a program of general education which will meet the needs of youth and help them live successfully in an ever-changing society is the challenge of the American high school.[1]

If "change is a major aspect of our age," then it becomes paramount that education be concerned with the consequences of change.

As late as 1840, there were only 44 cities in the entire United States that contained 8,000 or more inhabitants, and only 8.5 per cent of our people were living in cities. The United States was still predominately a rural country composed of an agricultural population.

Many of the schools in the cities were at first of the ungraded rural school type. With the advent of city school supervision, the various ward schools were consolidated into a unified city school system. In 1869 Massachusetts enacted legislation which permitted the consolidation of school districts, but it was not until 1882 that the district system was abolished by law.

As states were settled to the west, many of them organized their public schools on the local district system as it had developed in New England. The development of good roads, the use of motor transportation, and the increasing concentration of rural life around villages have made the small district system obsolete. Nevertheless, it holds on with great tenacity, and consolidation of schools advances rather slowly.

Gaumnitz[2] reported that 68,993 one-room schools were consolidated during the period from 1918 to 1936. Five states—Ohio, Pennsylvania, Indiana, New York, and North Carolina—accounted for 21,000 of the schools eliminated, or for nearly one third of the national total.

A decrease in the number of one-teacher schools and a corresponding increase in the elementary schools employing at least one teacher for each grade level are among the most evident results of school district reorganization. With a reduction in the number of local school districts in the country from 98,312 to 66,472 during the five-year period from 1948 to 1953, the number of one-teacher schools decreased from 75,125 to 48,735.[3]

In 1960 Gaumnitz[4] reported that nearly two-thirds of all public high schools in the country were located in centers of less than 2,500 population. The majority of these were small schools with an average enrollment of 177 pupils and an average instructional staff of fewer than nine teachers during 1956-1957. Many educators have been seeking the complete reorganization and redirection of our educational programs. Conant[5] has been emphasizing the comprehensive high school "whose programs correspond to the educational needs of all the youth of the community."

Cubberly believed that development of better schools is "largely a matter of education and guidance, and of the institutions capable of providing this leadership the school easily stands first if it can but rise to meet the opportunities which confront it."[6] Many administrators of consolidated schools are in unique positions in that they have access to information which can inform the public about the changes which have been made in their instructional programs. If the function of the school is to provide an instructional program which will enable students to become end products for functional living in a free

society, then society must know the effect consolidation has upon the instructional program.

Eisemann[7] made a study to evaluate the changes which have occurred in two communities and their schools and to draw some conclusions which may be utilized in substantiating or rejecting the values of school district reorganization. This study dealt with the relationship of school district reorganization to (1) educational opportunity, (2) educational results, (3) educational costs, and (4) community and neighborhood social processes were studied to determine the extent that reorganization accomplishes the objectives of educational improvement. Eisemann concluded that reorganization appears to be one of the important factors in producing higher achievement.

Kent's[8] study determined the extent and adequacy of selected educational characteristics in nine reorganized high schools in Indiana which had completed reorganizations by August, 1953. The nine reorganized high schools were evaluated by local committees using selected sections of the *Evaluative Criteria, 1950.*[9] Areas evaluated were the program of studies, the activity program, and the school plant. Evaluations were reported in terms of the rating scale used in the *Evaluative Criteria.* The programs of studies of the nine reorganized high schools were characterized by an increased number of curricula and more numerous elective course offerings. As a whole the facilities of the nine reorganized schools were much more adequate for a satisfactory educational program.

Miller[10] investigated whether the union district produced any advantages over the joint system in such factors as: the extent and status of certain personnel; the extent of library, guidance, and special education services; and the extent of the secondary courses of instruction. Some of Miller's conclusions were: The median salary of the elementary classroom teachers in the union districts was slightly higher than the median salary of the elementary teachers in the joint systems. However, for the secondary teachers, the reverse was true. The adequacy of the high school library services, as determined by a check list, showed the two groups to be equal with the same median score. The same number of union districts and joint systems designated a person to be in charge of the guidance program. The extent of secondary curriculum as determined by a count of the different course titles showed the two groups to be equal with the same median score.

Raymond Gray[11] developed some hypotheses for use in future attempts to solve school district reorganization problems from a case study of a school district reorganization process involving the Clark

County School District in the State of Nevada. Two kinds of problems were considered: (1) problems related to legal foundations for a reorganized district, and (2) problems related to the work of a board of school trustees and its administrative staff in establishing an operational organization upon a legal foundation.

Connoley[12] made a study to determine the changes in the educational opportunities provided for secondary students by selected joint school systems of Pennsylvania since jointure was effected. Connoley's conclusions were: (1) Joint operation of schools provides a framework which stimulates the provision of secondary education for grades seven and eight. (2) Joint operations did not change the philosophy of secondary schools concerning the importance of academic subjects. (3) There is no apparent relationship between size of school and teacher load except for small schools which enroll less than 100 students. (4) Expenditures for library purposes were of the "lump sum" variety and have not kept pace with increased enrollment of schools. (5) It is apparent that students of small secondary schools (less than 300 enrollment) benefit more from joint operation than do students of larger schools.

Stuart Gray[13] studied the relationship between size and a number of qualitative and quantitative factors of education in four sizes of secondary schools. An attempt was made to analyze this relationship in terms of what an optimum size might be for secondary schools. Objective measures were obtained for factors in the following areas: (1) Student achievement and college enrollment. (2) Faculty characteristics. (3) Counseling and library services. (4) The extra-curricular activities program. (5) Breadth and cost of the program. The implications resulting from the study were that of the four groups (1,000 or more, 400-999, 150-199, 1-149), schools with less than 150 student enrollment did not excel in any of the factors investigated in relation to the three other groups. There appeared to be an increase in quality as the school size increased with a plateau being reached on most factors at an enrollment of around 400 students.

Rachford[14] investigated the administrative and educational adequacy of the 60 existing consolidated school corporations which had been formed in Indiana by August 1, 1953. Specifically, the four major objectives of this study were: (1) to determine whether each reorganized unit is adequate educationally and administratively; (2) to determine whether additional territory would make it a more satisfactory unit; (3) to determine whether this additional territory would be capable of financing a satisfactory program of education; and (4) to determine what the state needs to do to make further reorganiza-

tion financially advantageous. Rachford developed a set of criteria for school reorganization. These criteria were used to validate reorganization in Indiana by a "jury of experts." The criteria did not treat the instructional program but dealt with the administrative considerations pertinent to consolidation.

Parks'[15] investigation concerned itself with a comparison of certain aspects of public education in Orange Unified District, California, for the five-year period before unification with the five years following unification. Budgets, salaries, courses of study, and the building program in the period from 1948-1949 to 1952-1953 were analyzed and compared with the same elements in the period from 1953-1954 to 1957-1958. Changes were noted and where significant were related to the change in district organization.

The chapter which follows examines the changes in the instructional program resulting from the consolidation of five high schools in Garrard County, Kentucky. Specifically, our interest will be confined to purposes, organizational structures, facilities, curriculum content, organizational materials and professional staff.

In order to investigate the changes which have taken place in an instructional program, the instructional program must be examined in the light of the critical criteria. The terms, instructional program, curriculum and course of study, are still used to mean different things by different persons. "Curriculum originally meant the subject matter to be covered. Curriculum and course of study were here equivalent. Curriculum often meant program of studies. The desired learnings, whether stated as aims or as outcomes, were sometimes used to define the curriculum."[16]

Ogletree[17] has defined the instructional program as the working expression of a staff which says: "If we do these things to these children, in these ways, under these conditions, these end products will result." It is generally conceded that no two instructional programs are ever exactly alike because the components of the programs will differ.

Edmonds, Ogletree, and Wear[18] have stated that the instructional program consists of six components.

1. Purposes.
2. Organizational structure.
3. Facilities.
4. Curriculum content.
5. Instructional materials.
6. Professional staff.

It is the interaction of these components with one another which

determines the changes which occur in the instructional programs. The components are related to each other and the whole. One component cannot be modified without modifying another. Change must stem from purpose and any modification of any component is irrelevant unless there is a modification of staff behavior. Otherwise the staff will go on teaching the same old thing in the same old way.

It follows that in order to determine the changes in the instructional program, the instructional program must be examined in the light of the following components: purposes, organizational structure, facilities, curriculum content, instructional materials, and professional staff. Therefore, an appropriate method for gaining information to aid in determining changes in the instructional program would be to seek answers to the following questions:

Division I: What are the differences in the stated purposes of the schools before consolidation as compared with the purposes after consolidation?

Division II: What are the differences in the organizational structure of the schools as a result of consolidation?

Division III: What are the changes in the facilities that have resulted through consolidation?

Division IV: What are the changes in the curriculum content as a result of consolidation?

Division V: What are the differences in the instructional materials as a result of consolidation?

Division VI: What is the effect of consolidation upon the professional staff?

NOTES

[1] L. L. Lurry and E. J. Alberty, *Developing a High School Core Program* (New York: The Macmillan Company, 1957), p. v.

[2] W. H. Gaumnitz, *Are the One Room Teacher Schools Passing?*, U. S. Office of Education, Pamphlet No. 92 (Washington: U. S. Government Printing Office, 1940), p. 17.

[3] Howard A. Dawson and William J. Ellena, "School District Reorganization," *School Executive*, Vol. 73, July, 1954, p. 39.

[4] Walter H. Gaumnitz, "Some Rural School Facts," *School Life*, Vol. 43, March, 1960, p. 33.

[5] James Bryant Conant, *The American High School Today* (New York: McGraw-Hill Book Company, Inc., 1959), p. 12.

[6] Ellwood P. Cubberley, *Public Education in the United States*, (New York: Houghton Mifflin Company, 1934), p. 223.

[7] Carl Eisemann, "A Restudy of the School Districts in Two Rural Communities to Determine the Effect of Reorganization" (unpublished Doctoral dissertation, University of Wisconsin, 1956).

[8] Walter Knight Kent, "Educational Opportunities in Nine Indiana Reorganized Schools" (published Doctoral dissertation, Indiana University, 1957).

[9] *Evaluative Criteria*, 1950, The Cooperative Study of Secondary School Standards, Washington, D. C. (1950 edition, Menasha, Wisconsin: George Banta Publishing Co., 1950).

[10] William Peter Miller, "A Comparative Study of Certain Factors of Selected Union School Districts and Joint School Systems in Pennsylvania Paired on the Basis of Enrollment" (published Doctoral dissertation, University of Pittsburgh, 1958).

[11] Raymond Guild Gray, "The Organization of a County School District: A Case Study of a Process of District Consolidation and Administrative Reorganization" (unpublished Doctoral dissertation, Stanford University, 1958).

[12] John Vincent Connoley, "A Study of the Changes in Educational Opportunities Provided for Secondary School Students by Joint School Systems of Pennsylvania" (unpublished Doctoral dissertation, University of Pittsburgh, 1956).

[13] Stuart Calvin Gray, "A Study of the Relationship Between Size and a Number of Qualitative and Quantitative Factors of Education in Four Sizes of Secondary Schools in Iowa" (published Doctoral dissertation, State University of Iowa, 1961).

[14] George Roland Rachford, "A Study of Sixty Consolidated School Corporations in Indiana" (published Doctoral dissertation, Indiana University, 1955).

[15] David Russell Parks, "A Case Study of the Effects of Unified School District" (unpublished Doctoral dissertation, University of Southern California, 1963).

[16] W. H. Burton and L. J. Brueckner, *Supervision, A Social Process* (New York: Appleton-Century-Crofts, Inc., 1955), p. 368.

[17] James R. Ogletree, Class Lecture: *Supervision of Instruction*, University of Kentucky, Lexington, Kentucky.

[18] Fred Edmonds, James R. Ogletree, and Pat W. Wear, *In-Service Teacher Education: A Conceptual Framework*, Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Vol. XXXVI, No. 2, Dec., 1963, p. 8.

CHAPTER II

A CASE STUDY, GARRARD COUNTY, KENTUCKY

Garrard County is located in the east central part of Kentucky and borders on the Blue Grass and Knob regions. Garrard County was the twenty-fifth Kentucky County, being formed in 1796 from portions of Lincoln, Mercer, and Madison Counties and named in honor of James Garrard, who was then the governor of the state.[1] The first county and court organizations were completed in June, 1797. Lancaster, the county seat and only town, was established in the following year.[2]

The rich soil of the county has made it chiefly agricultural, tobacco being the chief crop, production of purebred stock being second, and dairying a major occupation. Economically the area is heavily dependent upon agriculture, and only in recent years has industry become important to its economy.[3] There was an increase of 618 urban residents since the 1950 census which brought the population of Lancaster up to 3,021 residents in 1960. The total population of the whole county shows a decrease of 1,280 since the 1950 census. The county had a total population of 9,749 residents according to the 1960 census.[4]

The increase of city population can partly be attributed to the fact that there were 311 manufacturing jobs in Lancaster during June, 1951.[5] In March, 1960, there was a total of 445 manufacturing jobs in Lancaster,[6] an increase of 134 jobs. The largest manufacturing plant is a men's overall and jacket factory which employed 50 men and 370 women in 1961.[7] The per capita income for Garrard County in 1960 was $1,263[8] as compared to the per capita income of $1,712[9] for the State of Kentucky as a whole during the same year. The Garrard County Board of Commerce[10] is well aware of the population changes. The fact that the per capita income of the county was only three-fourths of the state average and that there had been a steady population decline in Garrard County since 1950 prompted the Garrard County Board of Commerce to make efforts to attract industry to their county.

Until 1961 the citizens of Garrard County supported two separate school systems. The schools in Lancaster were under the jurisdiction of the Lancaster Independent School District and were administered by the Lancaster Independent Board of Education. The schools outside the city of Lancaster and within the boundary of Garrard County were under the jurisdiction of the Garrard County School

District and administered by the Garrard County Board of Education.

The Bureau of School Service, University of Kentucky, had completed a survey in 1960 which included several aspects of the school district: buildings, the organizational structure, and the bus transportation problems of both school districts.[11] Several proposals were outlined in the Bureau's report for consideration in the event the two school districts wished to consolidate. Early in 1961 the Attorney General of the Commonwealth of Kentucky informed the Garrard County Board of Education that "before a merger can be effected a special tax must be passed by both districts."[12]

At their meeting on March 4, 1961, the Garrard County Board of Education agreed to request "the Fiscal Court to adopt a resolution calling an election in the Garrard County School District submitting to voters the question of whether an annual special school tax rate of 5 cents to 50 cents might be levied pursuant to KRS 440."[13] The Fiscal Court adopted the resolution on April 1, 1961, and a special election was held on April 15, 1961, and certified by the election commissioner of Garrard County.[14] The citizens of both districts voted and passed a special tax which provided the funds to finance a new consolidated high school.

The Garrard County Board of Education and the Lancaster Independent Board of Education had a special meeting on June 12, 1961, to discuss and act upon the proposal to merge the two school districts.[15] The two five-member boards merged and became the Garrard County Board of Education with ten members. The members were to serve their terms, but no new members would be elected until the board needed a total of five new members to replace those whose terms expired. The county was divided into five districts for the purpose of selecting board members from each district. A portion of Lancaster was included in three of the five districts. At this writing the Garrard County Board of Education has a total of five members, one from each district.

During the 1963-1964 school year, there were seven schools in the Garrard County School System. In September, 1964, the newly consolidated Garrard County High School began its first year of operation, and only time could substantiate the worth of this move toward consolidation.

In order to substantiate the changes in the instructional program, through consolidation, it is necessary first to examine the starting point to determine where change has been made. Therefore, the examination must be concerned with the change in the light of the purposes or objectives of the educational institutions:

Purpose

> Since the objectives of an educational program are derived from the culture, they will always be related in some degree to the social circumstances currently faced by a people or to those that were faced in the past. In a society that is undergoing little or no fundamental change, objectives usually are closely related to conditions as they are now. However, when a society enters a period of severe cultural change, social ideas and practices tend to lag behind new ways of doing things, and the educational objectives of earlier times are brought into the period. When this happens the school attempts to educate people in ways of thinking and behaving which belong to an age that has passed away. Yet the old objectives are no longer valid.[16]

One of the first steps taken by the Garrard County Board of Education after the merger of the two boards of education was the preparation of a handbook concerning the policies, rules, and regulations of the Garrard County Board of Education. This handbook was to include the educational objectives and philosophy of the board of education which in turn were to represent the purposes of all the public schools in the Garrard County School System.

The educational objectives, purposes, and philosophy of the Garrard County School System were stated as follows:

1. Create an understanding of and a desire to be a contributing citizen in our democratic society.
2. Make our present curriculum student centered by recognizing the individual differences, needs, and interests of our pupils.
3. Develop an inquiring mind and a desire to know in the individual.
4. Stress the importance of scholarship and mastery of subject matter provided.
5. Reveal to pupils the many educational and vocational opportunities offered after high school.
6. Create an understanding of the factors which influence health and a desire and ability to use good health practices in living.
7. Create a desire on the part of the individual to do his part in keeping our buildings as clean, attractive, and comfortable as provided.
8. Create a desire for happy and satisfying social and spiritual relationships in the home, school, and community.
9. Guide the child in developing a philosophy of life satisfying to oneself and acceptable to society.
10. Build an organization of faculty, administration, and other personnel that will develop the above objectives into a practical working program in our school and community.

In light of the above objectives, we feel that the philosophy can be summarized in the following sentence:
We want clean, comfortable, attractive schools filled with pupils mindful of health, citizenship, and scholarship, capable teachers instructing these pupils in the art of learning how to live acceptably with their fellowman and at the same time achieving success through a curriculum best suited to the needs and resources of the community.

Also, we recognize that 'education' is a function of the state and that

> the Board of Education, as the governing body of the Garrard County School District shall act as an agency of the state. Therefore, it is understood that state and national laws and regulations regarding education will take precedence over local regulations.[17]

The purposes and objectives of the existing schools prior to consolidation were unavailable to this writer. Therefore, it was not possible to make a comparison of the purposes and objectives as stated before and after consolidation. However, it is revealing to know that the new Garrard County Board of Education had formulated their purposes, objectives, and philosophy at this point if they had not done so previously.

The purposes and objectives as outlined by the Board of Education shall serve as the starting point in determining the changes in the instructional program. Attention should now be turned to the other components of the instructional program so that the changes which have been made in light of these purposes may be determined.

Organizational Structure

Prior to consolidation the officially recognized organizational pattern of both the Lancaster Independent School District and the Garrard County School System was an eight-grade elementary and a four-year high school program. In 1963-1964, there were 2,023 students enrolled in seven different schools, of which five were in the county and two were in Lancaster. The two in Lancaster—Mason and Lancaster—included grades 1-12. Three of the five schools in the county—Paint Lick, Buckeye, and Camp Dick Robinson—were twelve-grade schools. The remaining two county schools—Wrens View and Buena Vista—included grades 1 through 8 and 1 through 5 respectively.

The consolidated Garrard County High School which opened in September, 1964, included grades 9 through 12. Of the seven schools which were in operation prior to consolidation, the two elementary schools in the county—Wrens View and Buena Vista—and Mason, the all-Negro school in Lancaster, were abolished. The four remaining schools, which had previously included grades 1 through 12, were converted into elementary schools. This reorganization of schools gave the new Garrard County School System a consolidated high school serving all Garrard County students. The Lancaster Elementary School was maintained for city students and the three remaining elementary schools served the students in the rural areas. Table I, Table II, and Table III show the schools and grade enrollments in the Garrard County School System in 1963-1964, 1964-1965, and 1966-1967 respectively.

Although the officially recognized organizational structure of the school systems prior to consolidation had been the 8-4 plan in theory, it is noteworthy to mention that the 8-4 plan is now a recognized fact. The students in the elementary schools are now completely separated from the high school students. When the total enrollments of each of the schools before and after consolidation, as shown in Tables I, II, and III, are analyzed, a very revealing fact is noted. Although three schools have been abolished, the total enrollment of each of the re-

TABLE I

SCHOOLS AND GRADE ENROLLMENTS IN THE GARRARD COUNTY SCHOOL SYSTEM IN 1963-1964 AND 1964-1965

Schools	Enrollments by Grades						
	1-8	9	10	11	12	9-12	TOTAL
County Schools:	(825)	(85)	(78)	(58)	(56)	(277)	(1102)
Paint Lick (1012)	243	47	26	28	19	120	363
Buckeye (1-12)	189	15	19	15	19	68	257
Cp. Dick Robinson (1-12)	263	23	33	15	18	89	352
Wren View (1-8)	90						90
Buena Vista (1-5)	40						40
City Schools:	(735)	(58)	(72)	(48)	(48)	(226)	(961)
Lancaster (1-12)	582	45	56	39	42	182	764
Mason (Negro) (1-12)	153	13	16	9	6	44	197
Total Enrollment	1520	143	150	106	104	503	2023

TABLE II

SCHOOLS AND GRADE ENROLLMENTS IN THE GARRARD COUNTY SCHOOL SYSTEM IN 1964-1965

Schools	Enrollments by Grades						
	1-8	9	10	11	12	9-12	TOTAL
Garrard County High		188	125	131	95	539	539
Lancaster	668						668
Paint Lick	343						343
Buckeye	175						175
Camp Dick Robinson	323						323
Total Enrollment	1509	188	125	131	95	539	2048

TABLE III

SCHOOLS AND GRADE ENROLLMENTS IN THE GARRARD COUNTY SCHOOL SYSTEM IN 1966-1967

Schools	Enrollments by Grades						
	1-8	9	10	11	12	9-12	TOTAL
Garrard County High		138	140	151	105	534	534
Lancaster	709						709
Paint Lick	340						340
Buckeye	154						154
Camp Dick Robinson	337						337
Total Enrollment	1540	138	140	151	105	534	2074

maining schools is now smaller than it was prior to consolidation. With the exception of Buckeye, however, the school enrollments of elementary students is greater now than before consolidation. This reduction in total enrollment of the former schools, a result, of course, of the moving out of the high school students, should alleviate any previous shortage of classroom space or absorb any increase in enrollment which may occur from population growth within the foreseeable future.

The table of student population by schools suggests the problem which had confronted these two districts in their attempt to provide an adequate educational program. Observing the 1963-1964 high school enrollments in Table I, it is noted that the county schools had 120 students enrolled at Paint Lick, 68 at Buckeye, and 89 at Camp Dick Robinson. The city schools had 44 students enrolled at Mason and 182 at Lancaster. There were 19 seniors enrolled at Paint Lick, 19 at Buckeye, 18 at Camp Dick Robinson, 6 at Mason, and 44 at Lancaster. Table II shows Garrard County with a total enrollment of 539 students for 1964-1965 as compared to the 1963-1964 total enrollment of 503 students for all five former high schools. The 539 students at Garrard County High included 188 freshmen, 125 sophomores, 131 juniors, and 95 seniors.

Table III points out that in 1966-1967 Garrard County High had a total enrollment of 534 students. Of these, 138 were freshmen, 140 were sophomores, 151 were juniors, and 105 were seniors. It should be pointed out that although the enrollments in grades 10, 11, and 12 have increased, grade 9 had an enrollment of 138 freshmen compared to 188 freshmen in the 1964-1965 school year. Note should also be

taken of the 1509 students enrolled in grades 1-8 in 1964-1965 as compared to the 1520 enrolled prior to consolidation. The shifting of population could be a factor but the decrease in grade school enrollment in 1964-1965 could be a cause for the smaller number of freshmen who have enrolled at Garrard County High in 1966-1967. It is encouraging to see in Table III, however, that the total grade school enrollment in all four elementary schools in 1966-1967 has increased to 1540 students. This could indicate that Garrard County High may have a larger student population in the years ahead.

The vast difference in the sizes of classes in each of the former high schools compared to the class sizes at Garrard County High is very important. It was mentioned in Chapter I that it is the interaction of the components of the instructional program which determines the changes which may occur. Although course offerings and the other components shall be treated later, it must be remembered that components are related to each other and the whole. Therefore, it would be erroneous to assume that the differences in class periods and class arrangements stem from the changes in the organizational structure alone.

Table IV reveals that of the five former high schools, Camp Dick Robinson had 7 class periods per day with 1 class 60 minutes in

TABLE IV

THE NUMBER AND ARRANGEMENTS OF CLASS PERIODS BY SCHOOLS

Classroom Arrangements	Lancaster	Paint Lick	Buckeye	Mason	Camp Dick Robinson	Garrard Co. 1964-1965	Garrard Co. 1966-1967
Number of class periods per day	6	6	6	6	7	6	6
Length of class periods in minutes	60	1-45 5-60	60	60	1-60 6-45	60	60
Minutes used for supervised study	10	20-30	25-30	15-20	15	10-15	10-15
Number of minutes devoted each week to laboratory exercises and experiments in:							
General Science	60	60	90	60	100	120	120
Biology	60	60	90	90	100	120	120
Chemistry	60			90		120	120
Physics						120	120
Vocational Agriculture						120	120
Home Economics	14?		120			120	120
Industrial Arts						180	120
Language Laboratory						120	120

length and 6 classes of 45 minutes. The remaining four high schools had 6 class periods which were 60 minutes in length. Garrard County's present arrangement of 6 periods with each 60 minutes in length does not show any great overall change. The amount of class time used for supervised study was reduced from the maximum of 20 to 30 minutes utilized by three schools to a maximum of 15 minutes at Garrard County.

The most revealing change is, of course, the number of minutes devoted each week to laboratory exercises and experiments. A minimum of 2 hours is now devoted in the laboratory for General Science, Language Arts, Biology, Chemistry, Physics, Vocational Agriculture, Home Economics, and 3 hours for Industrial Arts. Again it must be remembered that this change did not occur merely by modifying the organizational structure. The modification of the facilities and course offerings was also responsible. The change in organizational structure is effective, however, in that the laboratory periods are available in 8 areas of instruction as opposed to the maximum number of 4 areas in the Lancaster High School. Table V points out more clearly the effect organizational structural change had upon the number of classes and class size.

Table V shows the number of classes according to size which existed in all five high schools before consolidation. A comparison may be made with the number of classes according to size in the new Garrard County High School.

In observing Table V one may note that the most revealing change at first glance seems to be the great reduction of classes containing more than 35 students. The total number of classes which contained over 35 students at all five schools before consolidation was reduced from 18 to 2 classes which are the band and choral music classes. The number of classes containing 16-20 students was reduced from 32 to 20 during 1966-1967. The rest of the class sizes were increased in number. Although 1966-1967 shows a marked decrease in the number of classes with 31-35 students, the total enrollment increased from 503 high school students in 1963-1964 to 534 high school students in 1966-1967 for an increase of 25 students. The total number of classes previously taught in 1963-1964 was 111 compared to the 138 classes taught in 1966-1967.

The increase in the total number of classes taught is most revealing. There is a gain of 19 classes and a gain of 25 students. Most educators will agree that instead of having one senior English class at each of the five former schools, three or four senior English classes at the new Garrard County High could accommodate all 105 seniors. This

TABLE V

THE NUMBER AND SIZE OF CLASSES BY SCHOOLS,
BEFORE AND AFTER CONSOLIDATION

Class Enrollment	Number of Classes							
	Lancaster	Paint Lick	Buckeye	Mason	Camp Dick Robinson	Total of all five high schools	Garrard County 1964-1965	Garrard County 1966-1967
1-5	0	0	0	1	0	1	0	1
6-10	0	1	0	0	0	1	0	8
11-15	1	4	5	6	2	18	21	31
16-20	6	8	10	2	6	32	26	20
21-25	4	8	0	1	4	17	20	28
26-30	6	4	0	3	3	16	24	34
31-35	0	3	3	0	2	8	24	14
Over 35	16	0	1	0	1	18	4	2*
Total	33	28	19	13	18	111	119	138
High School Enrollment	182	120	68	44	89	503	539	534

*Band and Chorus

could provide 2 extra class periods for other subjects. One could assume that the number of classes offered would be lower as 25 additional students could be absorbed without adding as many as 19 classes.

Again, it must be remembered that our components are related to each other and the whole. This new organizational structure is very important in that it has provided a more adequate grade level enrollment which should reduce unnecessary course duplications and provide more areas of instruction. However, course offerings will be reflected more precisely in a future discussion. The facilities, as mentioned previously, are also certainly related to the changes in the instructional program. With this in mind, attention should be turned first to the differences in facilities in order that curriculum offerings may be discussed more clearly later on.

Facilities

In order to demonstrate the changes which have taken place in the facilities of the Garrard County Schools, the facilities were divided into two categories: school plant and school housing. In the treatment of the school plant, the principal items to be considered are the school site, structural character of building, lighting, heating, and ventilation, sanitation, lunchroom, and related facilities. The treatment of school housing will be concerned with the educational facilities within the school plant which are utilized for the education of students such as the various types of classrooms or laboratories.

School Plants

School Site: The National Council on Schoolhouse Construction and the Kentucky State Board of Education have each developed minimum standards for the size of school sites. The size of the school site will vary according to the grade level as well as to the size of the school enrollment. Most everyone would agree, however, that size, in itself, is not the chief factor because the terrain may be such that the site is not usable. Terrain, parking and loading facilities, play area, availability of utilities, and means of sewage disposal are important variables by which the school site should be regarded. The minimum standards for the size of the school site as recommended by the National Council on Schoolhouse Construction are as follows:

> For elementary schools, 5 acres plus 1 for each 100 or major fraction thereof enrolled.
>
> For junior high schools, 20 acres plus 1 for each 100 or major fraction thereof enrolled.
>
> For senior high schools, 30 acres plus 1 for each 100 or major fraction thereof enrolled.[18]

Observing Table VI one will note that the sizes of the school sites of the five former high schools ranged from 3½ acres to 13 acres. The 36 acre site of the Garrard County High School with an enrollment of 539 students enables the school to meet the minimum standards of 30 acres plus 1 acre for each 100 students or major fraction thereof enrolled. It is important to note that although none of the five former high schools met the minimum standards prior to consolidation, Lancaster, formerly a high school plant, is now able to meet the minimum standards for an elementary school site. Although Paint Lick, Camp Dick Robinson, and Buckeye still need 1, 1, and 4 acres respectively to meet the minimum standards for an elementary school site, an additional 15 acres would be required for each of these schools to meet the minimum standards for high school sites.

TABLE VI

A COMPARISON OF THE FIVE FORMER HIGH SCHOOL PLANTS WITH THE NEW GARRARD COUNTY HIGH SCHOOL

School	Lancaster (1-12)	Paint Lick (1-12)	Buckeye (1-12)	Mason (1-12)	Camp Dick Robinson (1-12)	Garrard County (9-12)
Enrollment	764	363	257	197	352	539
Site:						
Acreage	13	7	4	3½	7	36
Play Area	ad	in	in	in	in	ex
Play Equipment	ad	ad	ad	ad	ad	none
Parking Area	ad	ad	ad	ad	ad	ex
Bus loading area	ad	ad	ad	in	ad	ex
Sanitation:						
Cistern		x	x	x	x	
Septic tank		x	x	x	x	
City water	x					x
City sewer	x					x
Structural Character:	bv	bv	bv	st	bv	ms
No. of Quonset Huts				1	3	
No. of Floors	2	2	2	1	2	1&2
Basement	x	x	x	x	x	
Lighting:	g	g	f	f	f	ex
Type	gl-fl	gl-fl	gl	gl	gl-fl	gl
Candle Power (foot candles)	40-60	25-60	15-40	15-40	20-40	50-90
Artificial	g	g	f	f	f	ex
Natural	g	g	f	f	g	ex

ad - adequate
in - inadequate
ex - excellent
bv - brick veneer
st - stone
ms - masonry and steel

g - good
f - fair
gl - globes
fl - florescent
lim - limited

TABLE VI (cont.)

School	Lancaster (1-12)	Paint Lick (1-12)	Buckeye (1-12)	Mason (1-12)	Camp Dick Robinson (1-12)	Garrard County (9-12)
Heating and Ventilation:	g	g	g	g	g	ex
Central Heating	x	x	x	x	x	x
Coal; steam heat	x	x	x	x	x	
Gas; hot air						x
Air Cooled						x
Air Conditioned						x*
Washrooms:						
Boys:	2	1	1	1	1	6
Water closets	9	4	5	3	4	12
Outside closets			4		4	
Urinals	6	1	3	1	1	21
Basins	3	1	1	1	1	12
Locker rooms	1					3
Shower heads	4					24
Girls:	2	1	1	1	1	5
Water closets	11	6	5	4	4	24
Outside closets			4		4	
Basins	2	1	1	1	1	12
Locker rooms	1					2
Shower stalls	4					8
Lunchroom:	g	g	g	g	g	ex
Kitchen equipment	g	g	g	g	g	ex
Dining Hall capacity	190	90	64	60	100	300
Cold storage lockers	ad	ad	ad	in	ad	ex
Pantry	ad	in	in	in	ad	ex
Faculty Staff:						
Offices, number	2	2	1	1	1	8
Conference rooms						2
Faculty lounge						1
Men's washroom						1
Women's washroom						1
Related Facilities:						
Mechanical rooms	ad	ad	ad	ad	ad	ex
Storage rooms	lim	lim	lim	lim	lim	ex

*Auditorium only

Table VI reveals that with the exception of Lancaster, the play areas of each of the former high schools were inadequate for high school athletic fields. It is also noteworthy to remark that, with the present play equipment, each of these schools now serving as elementary schools does possess adequate play areas. The parking areas and bus loading areas of each of these schools were adequate with the exception of Mason, where the bus had to back up to turn around. The new Garrard County High School has excellent parking areas and a bus loading area which permits students to load and unload at a canopied sidewalk. Other than athletic play areas, Garrard County does not have any outside play equipment which would be necessary if elementary students were enrolled. The new site of 36 acres is so situated that it should meet the needs of the school for many years to come.

Sanitation: Of the five former high schools, Lancaster utilizes the city water and city sewer systems, while the remaining four schools have cisterns for their water supply and use septic tanks for sewage. During periods of drought, water had to be hauled in and outdoor toilets were then used at Buckeye and Camp Dick Robinson. Garrard County High, being located in the city, uses the city water and city sewer systems. The use of these systems would seem to be more advantageous than the use of cisterns and septic tanks.

Structural Character: Table VI points out that the structural character of the five former high school buildings was brick veneer or stone, and with the exception of Mason, which has been abolished, they are in good condition. Mason and Camp Dick Robinson have Quonset huts which are used as kitchens and lunchrooms. Camp Dick Robinson also has two Quonset huts which were utilized for classrooms. Garrard County High is of masonry and steel construction and provides fireproof protection which is not evidenced in the former high schools. It is a new building which is so arranged that the Lunchroom, Industrial Arts and Agriculture Shops, Heating Plant, Typing, Music, Home Economics, Auditorium, Gymnasium, and other facilities which may create a noisy atmosphere are located in one-story wings which join the two-story classroom building. This is an excellent arrangement when compared to the one-story structure at Mason and the other two-story school structures which were not able to isolate noise as well as the new Garrard County School. This arrangement is advantageous in that these noisy areas are not only separated from the classroom building but in that trucks may load or unload materials without disturbing classes which are in progress.

Lighting: "The minimum requirement in Kentucky standards for

new school plants is 30 footcandles for ordinary classwork; 50 footcandles for sight-saving classes, drafting, sewing, etc.—with less allowable for auditoriums, gymnasiums, corridors and the like."[19] Light meters may be used for these measures, but eye judgments are usually adequate for estimating both amount and balance in lighting. However, one must consider those portions of the rooms which are farthest from natural lighting when determining the adequacy of lighting for instructional or study purposes.

Judgments based on common sense as well as a light meter were used in measuring the lighting at the schools in this study. The lighting was judged as good at Lancaster and Paint Lick, while the lighting at the other three former schools was judged as fair. The artificial lighting as well as meter readings was an important factor. The balanced fluorescent lighting throughout the new Garrard County High was judged excellent even in remote classwork areas. All things considered, lighting at Garrard County High is superior to that of any of the former high schools.

Heating and Ventilation: All five former high schools have central heating systems which utilize coal and provide steam heat. Heating and ventilation are good. Garrard County High utilizes gas and hot air from a central heating plant. The heating system contains an air cooling system in conjunction with heat. Although the whole school is "set up" for air-conditioning, the auditorium is the only portion of the school which is air conditioned at this writing. The central air ventilation system at Garrard County would seem to be superior to the normal usage of doors and windows for ventilation purposes. This would seem to be particularly true on warm rainy days.

Washrooms: "The Kentucky State Department of Education recommendations are for facilities for both sexes to be on all floors, with numbers of water closets, urinals, and lavatories depending upon size of school—i. e. in the elementary school, 6 water closets and 12 urinals for 500 boys enrolled; 14 water closets for 500 girls."[20]

According to these standards the washroom facilities of all five former high schools would be judged as inadequate. None of the two-story high schools had washrooms for both sexes on each floor. Table VI shows that the number of water closets, urinals, and basins was totally inadequate. Of the five former high schools, Lancaster was the only school with shower facilities for both sexes. The girls had 4 shower stalls and the boys 4 shower heads which certainly seems inadequate in number. Locker room facilities were adequate at Lancaster, lacking at Mason, and inadequate at the remaining three schools for a high school instructional program. The locker room,

washroom, and shower facilities at Garrard County are excellent. There are rest rooms for both sexes on every floor, excellent locker room facilities with more than ample showers. Extra rest rooms for the principal's office, physical education office, kitchen personnel, and behind the auditorium stage were not included in Table IV.

Lunchroom: Observing Table VI we should note that the lunchroom facilities of each of the former schools were adequate and provided a good lunchroom program. Although Mason and Camp Dick Robinson had Quonset huts for lunchrooms, the kitchen, dining room, cold storage, and pantry facilities were adequate for all five schools whose dining rooms ranged in capacity from 60 students at Mason to 190 at Lancaster. Garrard County's lunchroom has special merit in that it not only has ultramodern kitchen equipment, a walk-in refrigeration room, and a very large pantry, but also because the dining room, which has a seating capacity of 300, contains a stage and can be utilized for other purposes. Activities such as P. T. A. meetings may be held at night in the lunchroom wing of Garrard County High without opening up the rest of the school.

Faculty: Garrard County has eight offices for faculty staff as compared to two each for Lancaster and Paint Lick and one each for the remaining schools. Garrard County also has two conference rooms, a faculty lounge, and rest rooms for faculty staff. None of these facilities was present in the previous high schools.

Related Facilities: Although the mechanical rooms of each of the former high schools were adequate, none had adequate storage facilities. Garrard County has an abundance of storage space for school equipment and supplies as well as a large modern mechanical room.

Now that the differences have been noted in the school plants, it is necessary to look at school housing facilities which are used for the instruction of students.

School Housing

In the treatment of school housing it is important to note the differences in the normal classrooms and special purpose rooms which were designed for specific purposes. Math classrooms, typing rooms, shops, and laboratories may be referred to as special purpose rooms in this study.

When observing Table VII it should be kept in mind that the total number of normal classrooms in each of the five schools prior to consolidation was utilized by grades 1 through 12. Therefore, the most important factor which should be considered is mainly the dif-

ferences in the special purpose rooms which allow for better instruction because they are designed for specific purposes. The number of normal classrooms in each of the former high schools may be unimportant for two reasons. First, all of the former high schools included grades 1 through 12 and some of these rooms were used by both senior high and junior high students. Second, the number may be unimportant because it is sufficient to state that all of the rooms in each of the former high schools were utilized everyday for instructional purposes. The Garrard County School, with 20 normal classrooms and 27 special purpose rooms, has more than enough space in that three classrooms and one general science laboratory are not needed at this time. They will be put into future use for there is an expected increase in high school enrollment from the elementary schools.

Special Purpose Rooms: Table VII reveals that with the exception of Mason, the former high schools had a special typing room while the Garrard County School has a typing room as well as an office practice classroom. Lancaster, Paint Lick, and Buckeye each had a multi-purpose home economics room containing sewing and kitchen equipment. Garrard County has 3 home economics rooms of which one contains 5 complete kitchens, another is furnished as living-dining room ensemble, while the third is utilized as a multi-purpose room for sewing and other activities. Paint Lick was the only school with a choral music room while Garrard County has a soundproof band room and a soundproof choral music room. Lancaster was the only school with a chemistry-physics laboratory. Garrard County has five science laboratories of which one is a combination chemistry-physics laboratory and lecture room, another a biology laboratory, and the remaining three are general science laboratories. Paint Lick was the only school with an agricultural shop. Garrard County has a huge new agriculture shop with overhead garage doors which open to an outside paved area. There is an adjoining agriculture classroom as well as an office and a special storage room.

Although Mason did not possess a gymnasium, Paint Lick, Buckeye, and Camp Dick Robinson each had stages in their gyms which had seating capacities of 500, 350, and 350 respectively in the bleachers. Lancaster's gym had a seating capacity of 850 in the bleachers and a special auditorium which seated 376 persons. The Garrard County gymnasium seats 2600 persons and the auditorium will seat 704 persons. Each of the schools, with the exception of Mason, had libraries which seated from 35 to 80 people. There was a shortage of storage space and inadequate librarian office space in each. Garrard County's library is excellent in that it will seat 70 persons, contains

TABLE VII

A COMPARISON OF THE NUMBER OF NORMAL CLASSROOMS AND SPECIAL PURPOSE ROOMS IN EACH OF THE FIVE FORMER HIGH SCHOOLS AND THE NEW GARRARD COUNTY HIGH SCHOOL

Schoolhousing	Lancaster	Paint Lick	Buckeye	Mason	Camp Dick Robinson	Garrard County
Normal Classrooms	17	9	9	6	11	20
Special Purpose Rooms:	(6)	(6)	(4)	(0)	(3)	(27)
Math classrooms						4
Typing rooms	1	1	1		1	1
Office Practice						1
Home Economics	(1)	(1)	(1)			(3)
Complete kitchens						5
Living room						0
Dining room						0
Living-dining combination						1
Multi-purpose room	1	1	1			2
Art						1
Band						1
Choral Music						1
Science laboratories:	(1)					(5)
Chemistry						0
Physics						0
Chem-Physics-Lecture	1					1
Biology						1
General Science						3
Language Laboratory						1
Industrial Arts Shop						1
Mechanical Drawing						1
Agriculture classroom						1
Agriculture shop		1				1
Voc. Ind. & Tech, Ed. Shops						0
Lecture or film room						1
Health room						1
Library; capacity	80	44	50		35	70
Gynmasium; capacity	850	500	350		350	2600
Auditorium; capacity	376					704

excellent library office facilities, and there are storage facilities for various instructional supplies and equipment.

The new Garrard County School also contains other special purpose rooms which were not present in any of the other schools. These are: 4 math classrooms, an art room, a language laboratory containing $20,000 worth of special audio equipment, an industrial arts

shop, a mechanical drawing room, a special lecture room for viewing movies, and a health room.

The differences in the special purpose rooms become even more obvious when it is noted that the number of special purpose rooms at Lancaster, Paint Lick, Buckeye, Mason, and Camp Dick Robinson was 6, 6, 4, 0, and 3, respectively as compared to 27 for Garrard County High.

An examination has now been made of the purposes, organizational structure, and the facilities of each of these schools before and after consolidation. These components of the instructional program are related to one another in that all will tend to influence the curriculum content. Attention should now be turned to the curriculum content so that the changes in course offerings and extra-class activities may be identified.

Curriculm Content

A brief review is necessary to better understand how the changes in the curriculum content were affected by the changes in the organizational structure and facilities. The total enrollment of all five former high schools was 503 students and the enrollments of each of the senior classes were 6, 18, 19, 19, and 42 students. Since senior English is a requirement for graduation, it was necessary to have a total of 5 senior English classes for all five of these schools. Consolidation resulted in the formation of a new Garrard County High School with a total enrollment of 539 students including 95 enrolled in the senior class. Consequently, 3 sections of senior English could possibly accommodate what was formerly undertaken by 5 sections of senior English. This indicates that 2 classrooms and 2 teacher-hours may now be devoted to other course offerings. The changes in the organizational structure lend insight to how the components aid in determining the changes in the curriculum content.

For the purpose of this study, curriculum content will be treated in two major areas: course offerings and extra-class activities. Course offerings will be those courses which are offered by the school which give credit towards graduation. Extra-class activities will be all activities which are sponsored by the school for which no credit is given towards graduation.

Course Offerings

Course offerings were divided into twelve major areas: Language Arts; Social Studies; Math; Science; Foreign Language; Fine Arts; Home Economics; Agriculture; Vocational, Industrial, and Technical

Education; Industrial Arts; Business Education; and Health, Safety, and Physical Education. Table VIII attempts to present the differences in the course offerings in each of these twelve areas which were offered in each of the five former high schools and the newly consolidated Garrard County High School in 1964-1965 and 1966-1967.

Language Arts: The most noticeable difference in this area is that while public speaking was offered at Camp Dick Robinson, both public speaking and dramatics are now offered at the new high school. Fundamentals of Reading, which had been offered in two of the former high schools, was not offered in 1964-1965. In 1966-1967 Fundamentals of Reading was available to all students in Garrard County. Carrels have been added in order to insure maximum conditions for proficiency.

Social Studies: Although Camp Dick Robinson offered four units of social studies, Mason offered only two units. Garrard County now offers five units which include International Problems and Sociology which were not offered in any of the former high schools, and Advanced Government which was offered only at Buckeye.

Math: While plane geometry was offered by three schools, plane geometry is now available to all students as well as advanced math, solid geometry, and trigonometry which were not offered in any of the former high schools. Solid geometry and advanced math are rotated in the schedule each year.

Science: Each of the former high schools offered either 2 or 3 units of science while Garrard County offers 5 units. These 5 units include chemistry which had been available in only two of the schools and advanced biology and physics which were unavailable in any of the former high schools.

Foreign Language: While Lancaster offered Latin I and Paint Lick offered French I, Garrard County is now offering the first year of Latin, French, and Spanish and expects to include the second year in each of these languages during the next school year.

Fine Arts: Although three former high schools offered choral music and only one had a band, it is very noteworthy to discover that Garrard County offers choral music and band as well as music appreciation and general art which were unavailable in the other schools.

Home Economics: Lancaster and Paint Lick each offered 3 years of vocational home economics while Buckeye offered 1 year. Garrard County offers 4 years of vocational home economics by alternating the third and fourth year course. The course in family living which was offered at Paint Lick and Buckeye was not offered at Garrard

TABLE VIII

A COMPOSITE OF THE COURSE OFFERINGS BY AREAS IN EACH OF THE HIGH SCHOOLS BEFORE AND AFTER CONSOLIDATION

	Lancaster Units	Paint Lick Units	Buckeye Units	Mason Units	Robinson Units	Camp Dick Units	Garrard County 1964-1965 Units	Garrard County 1966-1967 Units
Language Arts								
English I	1	1	1	1		1	1	1
English II	1	1	1	1		1	1	1
English III	1	1	1	1		1	1	1
English IV	1	1	1			1	1	1
Fund. of Reading 9-12		.5				1		.5
Honors English				1				
Public Speaking						1	.5	.5
Dramatics							.5	.5
Total	4	4½	4	4		6	5	5½
Social Studies								
World Geography	1	1				1	1	1
World History	1	1	1	1		1	1	1
U. S. History	1	1	1			1	1	1
Economics			1					
Prob. American Life				1		1		
Social Psychology						1		
Int'l. Problems							.5	.5
Sociology							.5	.5
Adv. Gov't.								1
Total	3	3	3	2		5	4	5
Math								
Algebra I	1	1	1	1		1	1	1
Algebra II	1		1	1		1	1	1
General Math	1	1					1	1
Plane Geometry	1	1	1				1	1
Arithmetic								1
Advanced Math							.5	
Trigonometry							.5	.5
Solid Geometry								.5
Total	4	3	3	2		2	5	6

TABLE VIII (Continued)

	Lancaster Units	Paint Lick Units	Buckeye Units	Mason Units	Camp Dick Robinson Units	Garrard County Units 1964-1965	Garrard County Units 1966-1967
Science							
General Science	1	1	1	1	1	1	1
Biology	1	1	1	1	1	1	1
Advanced Biology						1	1
Chemistry	1			1		1	1
Physics						1	1
Advanced Physical Sci.		1					
Total	3	3	2	3	2	5	5
Foreign Language							
Latin I	1					1	1
French I		1				1	1
Spanish I						1	1
Total	1	1				3	3
Fine arts							
General Music	.1	.4					
Choral Music	.2		¼		.3	.5	.5
Wind (Band-others)	.1					.5	.5
Music Appreciation						1	1
General Art						1	1
Inst. Music	.2						
Total	1.5	.4	¼		.3	3	3
Home Economics							
Voc. H. Ec. I	1	1	1			1	1
Voc. H. Ec. II	1	1				1	1
Voc. H. Ec. III	1	1				1	1
Voc. H. Ec. IV							1 *
Family Living		1	1				1
Total	3	4	2			3	5

TABLE VIII (Continued)

	Lancaster Units	Point Lick Units	Buckeye Units	Mason Units	Camp Dick Robinson Units	Garrard County Units 1964-1965	Garrard County Units 1966-1967	
Agriculture								
Voc. Ag I		1	1			1	1	
Voc. Ag II		1				1	1	
Voc. Ag III						1	1	
Voc. Ag IV		1					(1)*	
Total		3	1			3	3	
Ind. Arts								
General Shop						1	1	
General Drafting	1						1	
General Woodworking	1					1	(1)*	
General Metalworking						1	1	
General Electricity						1	1	
Total	2					4	4	
Business Education								
General Business	1					1	1	1
Typing	1	1	1			1	1	1
Sec. Office Prac.							1	1
Bookkeeping	1						1	1
Shorthand							1	1
Bus. Eng. & Sp.	1	1						
Bus. Econ.		5						
Total	4	2½	1			2	5	5
Health-Safety & P.E.								
Health & P.E.		1	1			1	1	1
Health	.5						.5	
P.E. I	.3			.5				.5
P.E. II	.2						.5	.5
Driver Education	.5							1
Anatomy & Physiology								
Total	1½	1	1	.5		1	2	3
Total Units Offered	27	24.5	18¼	12		18.3	42	47

*Third and fourth year course are rotated each year

County in 1964-1965. Family living has now been added to the curriculum which gives Garrard County a total of 5 units of Home Economics.

Agriculture: Buckeye offered 1 year of vocational agriculture while Paint Lick offered 3 years but alternated the second and third year. Three of the five schools did not offer any vocational agriculture, although Garrard County has an agrarian economy. Four years of vocational agriculture are now available at the new school with the third and fourth years being alternated.

Vocational, Industrial, and Technical Education: Vocational education was not offered in any of the five former schools and is not being offered in the new consolidated school. In 1964 the Garrard County Board of Education was trying to get a state supported Regional Vocation School located in Lancaster to meet the vocational educational needs of students in the surrounding counties. Funds have been allocated and a new Regional Vocational School is now under construction adjacent to the newly consolidated high school.

Industrial Arts: Lancaster was the only school which offered any industrial arts, offering 2 units which consisted of general drafting and general woodworking. Garrard County High now offers 4 units which consist of general shop, general drafting, general woodworking, metal working, and electricity. General woodworking and general drafting are alternated each year.

Business Education: Lancaster, Paint Lick, Buckeye, Mason, and Camp Dick Robinson each offered 4, 2.5, 1, 0, and 2 units of Business Education respectively. It is revealing to mention that although Garrard County is now offering 5 units of business education, shorthand and secretary office practice were not previously available in any school and bookkeeping was only available at Lancaster.

Health-Safety and Physical Education: Of the five former high schools, all offered 1 unit of Health and Physical Education, and Lancaster also offered .5 unit in driver education. Garrard County now offers 1 unit in physical education, 1 unit in anatomy and physiology, .5 unit in health, and .5 unit in driver education. The most important factor here is that driver education and anatomy and physiology are now available to all high school students in the county.

Units Offered: The Kentucky State Department of Education minimum unit requirements for a four year high school program are as follows: 18 units for an emergency certification; 24 units for provisional certification; 33 units for standard certification; and 43 units for comprehensive certification.[21]

Table VIII shows that the total units offered in the five former high schools were as follows: Lancaster 27; Paint Lick 24.5; Buckeye 18¼; Mason 12; and Camp Dick Robinson 18.3. The State Department of Education gave Lancaster and Paint Lick a provisional rating and a temporary rating to the remaining three schools. It should be pointed out that these temporary ratings would allow schools such as Mason, which offered 12 units, to graduate students and enable the student to meet the minimum requirements for graduation. This could be done by alternating courses such as general math and algebra every other year.

The new Garrard County High School offered 42 units in 1964-1965 and received standard certification by the State Department of Education. It is very important to state, however, that 47 units are now being offered. The present curriculum and the new Regional Vocational School now under construction should be more suitable for meeting the needs of the students and community.

Table IX is an attempt to show the number of different courses which was offered at Garrard County High in 1964-1965 and 1966-1967 which was not offered in all of the five former high schools during the 1963-1964 school year. Table IX also attempts to show the total number of Garrard County course offerings which was not offered by any of the former high schools, by only one high school, by two high schools, etc.

Observing Table IX we will note that a total of 41 courses are now offered at Garrard County High which were not available to all students in the five former high schools. Of these 41 courses, 20 are new courses which were not offered in any of the former high schools. There were 11 courses which were offered by one of the five schools, 6 courses were offered by two of the five schools, 3 courses were offered by three of the five schools, and 1 course which was offered by four of the five former high schools. These differences seem to be very important even though the former schools were able to alternate courses.

Senior Class Schedules: Attention should now be turned to schedules of the five former high schools for 1963-1964 in order to compare them with the class schedules of the 1965-1966 and 1966-1967 senior classes at Garrard County High. Table X is a composite of courses taken by seniors showing the number of seniors enrolled in each of the schools before and after consolidation.

Table X points out that of the 16 seniors at Camp Dick Robinson, all 16 took English IV, Government, and Typing, while 15 took Psychology, 2 took Reading Skills, and 1 took Music. Although 97 per

TABLE IX

GARRARD COUNTY COURSE OFFERINGS WHICH WERE NOT OFFERED BY ALL FIVE FORMER HIGH SCHOOLS AND THE NUMBER OF FORMER HIGH SCHOOLS WHICH OFFERED THE COURSE

Garrard County Course Offerings Which Were Not Offered At All Five Former High Schools	The Number of Former High Schools Which Offered the Course				
	None	1 School	2 Schools	3 Schools	4 Schools
1. Public Speaking		x			
2. Dramatics	x				
*3. Fundamentals of Reading		x			
4. International Problems	x				
5. Sociology	x				
*6. Advanced Government	x				
7. Advanced Math	x				
8. Plane Geometry				x	
*9. Solid Geometry	x				
10. Trigonometry	x				
11. Physics	x				
12. Chemistry			x		
13. Advanced Biology	x				
14. Latin		x			
15. French		x			
16. Spanish	x				
17. General Music			x		
18. Choral Music				x	
19. Music Appreciation	x				
20. Band		x			
21. Art	x				
22. Home Economics I				x	
23. Home Economics II			x		
24. Home Economics III			x		
*25. Home Economics IV	x				
26. Vocational Agriculture I			x		
27. Vocational Agriculture II		x			
28. Vocational Agriculture III		x			
29. General Shop	x				
*30. General drafting		x			
31. General Woodworking		x			
32. General Electricity	x				

*Scheduling difficulties from being offered during the first year of the newly consolidated school, 1964-1965

TABLE IX (Continued)

	The Number of Former High Schools Which Offered the Course				
	None	1 School	2 Schools	3 Schools	4 Schools
33. General Metalworking	x				
34. General Business			x		
35. Typing					x
36. Secretary Office Practice	x				
37. Bookkeeping		x			
38. Shorthand	x				
39. Driver Education		x			
*40. Advanced Physical Education	x				
*41. Anatomy and Physiology	x				
Total No. of Course Offerings	20	11	6	3	1

*Scheduling difficulties from being offered during the first year of the newly consolidated school, 1964-1965.

cent of the seniors at Camp Dick Robinson took the same 4 courses, the total number of courses taken by all seniors was 6 courses. Mason, with 6 seniors enrolled, had 4 seniors enrolled in English IV and Sociology and 6 seniors enrolled in Algebra, Biology, and Chemistry for a total of 5 senior course offerings. Examining the table further, it is noted that the Lancaster seniors were enrolled in a total of 11 courses, Paint Lick seniors were enrolled in 14 courses, and Buckeye seniors were enrolled in 9 different courses. In this comparison of senior class schedules it is very revealing to discover that the newly consolidated school was able to enroll the 1965 seniors in a variety of 36 different subjects and the 1967 seniors in 37 different subjects. This arrangement could certainly seem to be more directed to fulfilling the purposes of the school.

After observing how the purposes, organizational structure, and facilities have affected the course offerings, attention should be turned to the differences in the extra-class activities.

TABLE X

A COMPOSITE OF COURSES TAKEN BY SENIORS SHOWING THE NUMBER OF SENIORS ENROLLED IN EACH OF THE SCHOOLS BEFORE AND AFTER CONSOLIDATION

	Lancaster	Paint Lick	Buckeye	Mason	Camp Dick Robinson	Garrard County	Garrard County
No. of Seniors Enrolled	39	22	18	4	16	90	93
Courses Taken By Seniors	Before Consolidation					After	
English II							1
English III						3	
English IV	39	22	18	4	16	88	93
Speech and Dramatics						11	15
Reading Skills		4			2		6
World Geography	1	9				1	
American History	37		1			42	1
World History						2	3
Government					16		18
Sociology				4		24	43
Economics		19	16				
Psychology					15		
Algebra I		3	1	6		1	1
Algebra II						1	1
General Math	3	5				2	2
Plane Geometry		2	17			6	18
Advanced Math						17	
Solid Geometry							8
Trigonometry						15	8
General Science							1
Biology		2		6			
Advanced Biology						20	19
Chemistry	11			6		23	12
Physics						8	22
Physical Science		19					
Latin						1	3
French		11					6
Spanish						1	5
General Music	11		17		1		
Choral Music						5	9
Band						2	

TABLE X (Continued)

	Lancaster	Paint Lick	Buckeye	Mason	Camp Dick Robinson	Garrard County	Garrard County
Music Appreciation						5	6
General Art						6	15
Home Economics	11	4				17	23*
Family Living		4	17				13
Vocational Agriculture		4				17	9
General Shop						6	
General Drafting							7
General Woodworking						5	2
General Metalworking						7	7
General Electricity						12	4
General Business						2	
Typing	24	3	16		16	57	32
Secretary Office Practice						9	24
Bookkeeping	26					22	36
Shorthand						18	9
Business English	6						
Business Economics							
Physical Educati on	22					13	4
Health			1			1	
Driver Training						3	
Anatomy and Physiology							13
Total Number of Courses	11	14	9	5	6	36	37

*I, II, III, IV.

Extra-Class Activities

We will define extra-class activities, for the purposes of this study, as those activities which are sponsored by the school which do not provide students credit toward graduation. There are, however, several activities such as chorus, band, speech, and dramatics for which credit may be given toward graduation in one school. These same activities may not receive credit in another school and may be classified as extra-class activities. This situation occurred in the investigation of the changes in extra-class activities as brought about through consolidation.

No records were available which show the enrollments in all the extra-class activities in each of the schools prior to consolidation. Therefore, the extra-class activities have been treated with the most

important factor in mind, that is, the differences in the opportunities for extra-class activity participation before and after consolidation.

Table XI offers a comparison of the extra-class activities which were offered in each of the five former high schools prior to consolidation and those activities which were offered at Garrard County High during 1964-1965 and 1966-1967. Chorus, band, speech, and dramatics were included although these activities received graduation credit at some of the schools.

Of the 30 extra-class activities listed in Table XI, Lancaster offered 13 extra-class activities plus chorus and band which received credit toward graduation for a total of 15 activities. Paint Lick offered a total of 15 extra-class activities while Buckeye offered 9 plus chorus for graduation credit for a total of 10 activities. Mason offered 9 extra-class activities while Camp Dick Robinson only offered 6 extra-curricular activities for their high school students. During 1964-1965 Garrard County High offered 14 extra-class activities plus 4 activities for which credit toward graduation was given for a total of 18 activities. Plans were also made to offer 12 additional extra-class activities as the needs would arise and as scheduling problems would permit. By 1966-1967, 10 of the 12 planned activities—Future Teachers of America, Biology Club, Student Council, Girls State, Boys State, Art Club, Key Club, Golf, Tennis, and Cross Country—were added to the instructional program. Garrard County High now offers a total of 28 extra-class activities, of which 4 receive credit toward graduation.

Table XII gives a better understanding of the differences in the extra-class activities which are now available to all county high school students. Of the 28 activities offered at Garrard County, 4H and Varsity Basketball are the only activities which were present in all five of the former schools. FTA, Chorus, Pep Club, Class Plays, and Varsity Baseball were offered in four of the five schools. Three of the five schools had an FHA Club and Varsity Football while only two schools had the National Honor Society, Student Council, Yearbook, and Girls State. It is also very revealing to note that only one of the five schools had FFA, Band, Speech, Dramatics, Biology Club, Co-Ed Y, and Hi-Y, while Boys State, Art Club, Track, Golf, Tennis, Cross Country, and Girls Basketball were not included in any of the previous programs.

Although it has been pointed out that the former students at Camp Dick Robinson will have a choice of 28 activities rather than 6, there would seem to be some other changes concerning extra-class activities which are inherent in consolidation. If each of the five former high schools had a senior class president for a total of five

TABLE XI

A COMPARISON OF THE EXTRA-CLASS ACTIVITIES WHICH WERE OFFERED IN EACH OF THE FIVE FORMER HIGH SCHOOLS AND GARRARD COUNTY HIGH

Extra Class Activity	Activities Offered in 1963-1964					Offered 1964-1965	Offered 1966-1967
	Lancaster	Paint Lick	Buckeye	Mason	Camp Dick Robinson	Garrard County	Garrard County
1. FFA		x				x	x
2. FHA	x	x			x	x	x
3. FTA	x	x	x	x		xxx	x
4. 4H	x	x	x	x	x	x	x
5. Chorus	xx	x	xx	x		xx	xx
6. Band	xx					xx	xx
7. Speech	x					xx	xx
8. Dramatics	x					xx	xx
9. Art						xxx	x
10. Historical Club			x			xxx	xxx
11. Pep Club	x	x	x	x		x	x
12. Biology Club					x	xxx	x
13. Co-Ed Y				x		x	x
14. Hi-Y			x			x	x
15. Key Club						xxx	x
16. National Honor Society	x	x				x	x
17. Girls Basketball						x	x
18. Student Council		x		x		xxx	x
19. Yearbook		x	x			x	x
20. Newspaper	x	x		x		xxx	xxx
21. Class Play	x	x	x	x		x	x
22. Girls State	x	x				xxx	x
23. Boys State						xxx	x
24. Varsity Football	x	x			x	x	x
25. Varsity Basketball	x	x	x	x	x	x	x
26. Varsity Baseball	x	x	x		x	x	x
27. Varsity Track						x	x
28. Varsity Golf						xxx	x
29. Varsity Tennis						xxx	x
30. Varsity Cross Country						xxx	x
Total Extra-Class Act.	13	15	9	9	6	14	24
Total Act. Receiving Cr.	2	0	1	0	0	4	4
Total Planned Act.	0	0	0	0	0	12	2
Grand Total of all Activities	15	15	10	9	6	18	28

Note: x - Extra-Class Activity
xx - Activity Receiving Credit
xxx - Extra-Class Activity Being Planned

TABLE XII

GARRARD COUNTY EXTRA-CLASS ACTIVITIES IN 1966-1967, INCLUDING ACTIVITIES WHICH RECEIVE CREDIT, AND THE NUMBER OF FORMER HIGH SCHOOLS WHICH OFFERED THE ACTIVITY

Garrard County Activities	The Number of Former High Schools Which Offered the Activity					
	No schools	1 school	2 schools	3 schools	4 schools	5 schools
1. FFA		x		x		
2. FHA					x	
3. FTA						x
4. 4H					x	
5. Chorus		x				
6. Band	x					
7. Art		x				
8. Speech		x				
9. Dramatics					x	
10. Pep Club		x				
11. Biology Club		x				
12. Co-Ed Y		x				
13. Hi-Y	x					
14. Key Club			x			
15. National Honor Society	x		x			
16. Girls Basketball		x				
17. Student Council			x			
18. Yearbook					x	
19. Class Play			x			
20. Girls State	x					
21. Boys State				x		
22. Varsity Football						x
23. Varsity Basketball					x	
24. Varsity Baseball	x					
25. Varsity Track	x					
26. Varsity Golf	x					
27. Varsity Tennis	x					
28. Varsity Cross Country	x					
Total Number of Activities Offered	8	7	4	2	5	2

presidents, the consolidated school could only have one president. When one considers the many class offices, as well as the valedictorians, salutatorians, cheerleaders, and other leadership roles, one realizes that the leadership roles have been drastically reduced.

There are two important facts concerning varsity athletics which need to be pointed out. First, the 3 schools which had football programs could have 33 boys in their starting line up on game nights instead of the present 11 starters. The 4 schools with basketball had 48 players in tournament play rather than the present 12 players at Garrard High. The 5 baseball teams could start 45 players as opposed to the 9 baseball starters this year. It is apparent that consolidation restricts the number of participants, especially in starting roles; also the increased competition is more likely to weed out participants. However, there may be those who say that consolidation tends to build a better program because the school athletic program becomes stronger through greater material selection. The view may be held that junior varsity teams and an intramural athletic program will in the long run be superior. This is a philosophical question which cannot be answered here except to say that the number of athletic awards for varsity play will still become drastically reduced through consolidation.

Second, it is very important to point out that although all 5 schools had basketball, 4 schools had baseball, only 3 schools had football and none of the schools had track, golf, tennis, and cross country, football is now available to 2 former schools, baseball is available to 1 former school, and golf, tennis, and cross country are now available to all 5 schools.

Instructional Materials

Purpose, organizational structure, and facilities have played a part in determining the changes in the curriculum content. It becomes obvious that all of the preceding components must necessarily be related to the changes which have occurred in the instructional materials through consolidation, since their usage must depend not only upon the facilities in which they are to be used, but also upon the course offerings. Therefore, this investigation will be concerned with the differences in the instructional materials and equipment in the various areas of instruction.

Since the Mason School has been closed and since various materials were probably used in both senior and junior high, it would seem to be pointless to attempt to list and compare specific instructional materials which were present before and after consolida-

tion. Therefore, this investigation will compare the capital values and the annual budgets allotted in the various areas of instruction. Audio-visual aids will be compared separately.

Table XIII reveals the capital values and the annual budgets allotted for the various areas of instruction in each of the former schools; in addition, it shows the total capital value and total annual budget for all five schools and Garrard County High during 1964-1965 and 1966-1967.

Agriculture: The capital value of equipment was $7,300 at Lancaster while Paint Lick had $3,000 worth of equipment plus an annual budget of $300. The remaining 3 schools did not offer agriculture. During 1966-1967, Garrard High had $13,000 worth of equipment or $2,700 more than the two former schools, while the total annual budget has increased 480 per cent from $250 to $1,000. The fact that the students of 3 other schools are now able to use these materials and equipment could certainly make this a cheap investment.

Home Economics: Although Lancaster's $4,400 capital value and $300 annual budget could seem adequate and Paint Lick's $2,750 capital value and $350 annual budget could possibly be adequate, Buckeye's $900 capital value and $175 annual budget could hardly seem adequate for a good Home Economics program. Garrard High has a capital value of $32,000 plus a $2,000 annual budget compared to the total capital value of $8,500 and $825 annual budget of the three schools. When one considers that Home Economics is now available to all students who have access to 5 complete kitchens—each containing a range, oven, washer, dryer, refrigerator, electric appliances, dishes, utensils, etc.—a living-room-dining-room combination, and a sewing room, the added cost may appear to be money well spent.

Business Education: Although 4 of the 5 schools offered typing, Camp Dick Robinson's annual budget of $50 and $75 capital value may seem unrealistic, while Buckeye's $100 annual budget and $450 capital value may seem inadequate for a good typing program. Although the values and budgets may seem adequate at both Lancaster and Paint Lick, it should be noted that Lancaster's $500 annual budget and $4,600 capital value is more than one-half of the $850 annual budget and $8,125 capital value placed on all 4 schools. Garrard High's $1,000 annual budget and $17,000 capital value for typing and office practice rooms average $3,400 in capital value for each of the five former schools.

Industrial Arts: There were no capital values or annual budgets prior to consolidation. The $15,000 capital value and $1,000 annual

TABLE XIII

INSTRUCTIONAL MATERIALS AND EQUIPMENT: THEIR CAPITAL VALUE AND THE ANNUAL BUDGET ALLOTED IN THE VARIOUS AREAS OF INSTRUCTION, BY SCHOOLS BEFORE AND AFTER CONSOLIDATION

Areas of Instruction	Lancaster 1963-1964		Paint Lick 1963-1964		Buckeye 1963-64		Mason 1963-1964		Dick Robinson 1963-1964	
	Budget	Value	Budget	Value	Budget	Value	Budget	Value	Budget	Value
Agriculture		7300	250	3000						
Home Economics	300	4400	350	2750	175	900				
Business Education	500	4600	200	3000	100	450			50	75
Industrial Arts										
Trades and Industries			25	40	25	50				
Art									75	200
Music	2000	4800	100	450	50	150				
Physical Science	400	4400	200	700	100	850		900	100	700
Library	300	9800	300	2800	100	625	66	900	150	900
General Class Materials	1000	3800	300	200	300	450	45	250	120	220
Language Laboratory										
	4500	39100	1725	12940	850	3475	111	2050	495	2095

Note:

Table XIII is continued on next page.

TABLE XIII (Continued)

Areas of Instruction	Total of all five Schools before Consolidation 1963-1964		Garrard County 1964-1965		Garrard County 1966-1967	
	Budget	Value	Budget	Value	Budget	Value
Agriculture	250	10300	1000	11000	1200	13000
Home Economics	825	8500	1500	15000	2000	32000
Business Education	840	8125	1000	14000	1000	17000
Industrial Arts			1000	8000	1000	15000
Trades and Industries						
Art	50	90	1000	2000	300	3500
Music	2225	5600	2000	6000	2000	13000
Physical Science	800	7550	1500	30000	1500	35500
Library	916	15025	5000	12000	3000	23000
General Class Materials	1765	4920	1200	6000	1200	8500
Language Laboratory			1000	18000	1000	20000
Remedial Reading Laboratory					1000	3000
Total	7,681	60,110	16,700	122,000	15,200	183,500

budget at Garrard County would cost 5 times this amount if the same materials and equipment would have been placed in each of the five schools prior to consolidation.

Art: Paint Lick and Buckeye had a combined total annual budget of $50 and a combined capital value of $90 which hardly seems adequate. Garrard High's $3,500 capital value and $300 annual budget for instructional materials and equipment in their new art room certainly seems to be an important change compared to the other schools.

Music: Lancaster's annual budget and capital value comprised over 80 per cent of the total $2,225 annual budget and $5,600 capital value placed on the music materials and equipment available at 4 of the 5 schools. Garrard's $13,000 capital value and $2,000 annual budget may seem to be a bargain when compared to the previous capital value total of $5,600, considering the fact that these materials are now available to all students.

Physical Science: Lancaster's $4,400 capital value and $400 annual budget may hardly seem adequate while the $700 to $900 capital values placed on materials and equipment at the other 4 schools could certainly seem inadequate. Although Lancaster and Mason offered chemistry, all students are now able to benefit from instructional materials and equipment in physics, chemistry, biology, and general science. Garrard High has 5 science laboratories with a capital value of $35,500 and a $1,500 annual budget. This cost could certainly seem prohibitive for each of the former schools. At $6,000 per school, the cost may seem very reasonable considering the over all laboratory materials and facilities which are now available.

Library: It should be noted immediately that the annual budget allotment for each of the former schools may seem adequate in that they do meet the requirements as $1.50 is budgeted for each child enrolled in school. Nevertheless, attention should be turned to the capital values placed on library materials. Buckeye, Mason, and Dick Robinson have capital values placed at $625, $900, and $900, respectively. It may seem inconceivable that respective annual budgets of $100, $66, and $150 could possibly improve the libraries of these three schools to meet student needs. Lancaster's capital value of $9,800 may seem adequate enough while Paint Lick's $2,800 library capital value may seem to be lacking. The main point to be made here is that it is not uncommon for schools to meet the budget requirements for libraries and yet maintain a library which may be inferior to student needs.

Although the capital value of the library materials at Garrard High

during 1964-1965 had been placed at $12,000, it should be pointed out that the $5,000 annual budget allotment was almost $10 per child rather than $1.50 per child. Because the new school was in its first year of operation, the $5,000 figure was budgeted in order that money could be available immediately while the needs of the library were being assessed. The annual budgets, incidentally, of all the instructional areas were made out with the same idea in mind.

By adding the $23,000 capital value and $3,000 annual budget at Garrard High during 1966-1967 and comparing the $26,000 total to the $15,941 capital value and annual budget total for the five former schools, one may conclude that $10,059 is a very small difference for library instructional materials which can be so suitably used by all students.

General Class Materials: Lancaster's capital value of $3,800 and annual budget of $1,000 may seem very adequate, while the remaining 4 schools with capital values ranging from $200 to $450 and annual budgets ranging from $45 to $300 may seem to be very inadequate. The $8,500 capital value placed at Garrard High with a $1,200 annual budget tends to make further comment redundant.

Language Laboratory: One can see here that to duplicate the $20,000 language laboratory at Garrard High into each of the five former schools, $100,000 would have been necessary. The $20,000 capital value averages $4,000 for each of the 5 schools.

Remedial Reading Laboratory: In 1966-1967, Garrard County High had a Remedial Reading Laboratory with a capital value of $3,000 and an annual budget of $1,000. Remedial reading carrels and instructional materials are now available to all students in Garrard County.

Total Areas of Instruction: It should be pointed out that the total placed capital values of all materials and equipment at Buckeye, Mason, and Camp Dick Robinson which are $3,475; $2,050; and $2,095 respectively are less than the capital value of $3,800 which was placed at Lancaster for general class materials alone. The $12,940 total capital values at Paint Lick are almost one-third of the $39,100 total placed capital value at Lancaster. It may appear here, that compared to Lancaster, the 4 remaining schools certainly possessed inadequate materials and equipment in these instructional areas. The same differences would be noted by comparing Lancaster with Garrard High. It should be pointed out that if money were spent to bring the capital value of materials and equipment up to the $39,000 placed capital value at Lancaster, one could still have inferior materials and equipment while spending more money.

The most important point to be made in determining the changes

in the instructional materials and equipment through consolidation is that more instructional materials and equipment are available to all students. The cost could have been prohibitive at each individual school, since items like a $20,000 language laboratory become more expensive when we use the cost-usage formula.

Table XIV reveals that all five former high schools had a movie projector and a filmstrip projector. Although none had an overhead projector, Lancaster possessed an opaque projector. Camp Dick Robinson was the only school lacking a record player among the five schools. Tape recorders were at 3 of the 5 schools, as they were unavailable at Mason and Camp Dick Robinson. During 1966-1967 Garrard High had 4 tripods, 3 wall mounted, and 1 ceiling screen which enable the school to utilize 8 projection screens at the same hour if necessary. Of the 11 projectors at Garrard High, 4 are for movies, 3 for filmstrips, 3 are overhead, and the remaining an opaque projector. This certainly seems to be more advantageous for all the students. The equipment at each of the former schools was utilized by grades 1 through 12. The administration left the old equipment at the elementary schools and purchased new equipment for Garrard High.

TABLE XIV

A COMPARISON OF VARIOUS AUDIO-VISUAL PROJECTION AND RECORDING AIDS BEFORE AND AFTER CONSOLIDATION, THE NUMBER OF, BY SCHOOLS

Audio-Visual Equipment	Five Former High Schools 1963-1964					Garrard County 1964-1965	Garrard County 1966-1967
	Lancaster	Paint Lick	Buckeye	Mason	Camp Dick Robinson		
16MM Sound Projector	1	1	1	1	1	1	4
Filmstrip and Slide Proj.	1	1	1	1	1	2	3
Overhead Projector						2	3
Opaque Projector	1					1	1
Record Player	1	1	1	1		1	3
Tape Recorder	1	1	1			2	2
Projection Screens:							
Tripod Screen	1	1	1	1	1	2	4
Wall-Mounted Screen						3	3
Ceiling Mounted Screen						1	1
Total Number of Screens	1	1	1	1	1	6	8

Now that the changes have been noted in the instructional materials, the next concern shall be with the professional staff. Do the changes which have occurred in each of the components indicate that there will be a better staff or will the staff continue to teach the same old things in the same old way?

Professional Staff

After examining the changes in purpose, organizational structure, facilities, curriculum content, and instructional materials, one may be aware of the implications which have been presented. The implications as presented concerning consolidation may imply fundamental questions. Does consolidation, in itself, indicate a better school or merely a better school building? What constitutes a better school? Is it facilities, curriculum content, instructional materials, or what? Most educators will agree that the school must serve the purposes for which the school was intended. The intended purposes, however they may be phrased, usually portray a generalization of meeting the needs of the child and producing an end product for functional living in a free society. The purposes must be set forth by the administration and should be reflected in the behavior of the instructional staff. The main point to be made is relatively simple. That is that any change in any component of the instructional program may be irrelevant unless staff behavior is also modified. Otherwise, staff may continue to teach the same old things in the same old way.

It is not the purpose of this paper to present an evaluation of the staff instruction in the new consolidated school. Many educators are at odds over what actually constitutes effective teaching. One should be concerned, however, with the changes which have taken place in the professional staff which have a direct effect upon the educational program. With this in mind, an examination should now be made of those changes concerning the instructional staff.

The Principals: The five former high schools included grades 1-12 and the principals of all five schools were responsible for the administration and supervision of instruction in all 12 grades. The principal at Mason also taught 3 high school subjects. The principal at Mason, therefore, devoted 30 per cent of the time to administration and supervision of a high school program while the remaining 4 school principals devoted 50 per cent of their time to the high school program. The fact that the new Garrard County High has a full-time principal, whose duties are solely concerned with the administration and supervision of an instructional program for high school students, would

seem more advantageous than the situation prior to consolidation. The administrators of senior high school programs have greater scheduling problems and more extra-class activities to administer than an elementary school principal. Because of this and also because the elementary classrooms are usually self-contained, the principal of a school which includes grades 1-12 may be likely to neglect the elementary school. The most important point to be made here is that the Garrard County Schools now have a full-time principal for their high school and for each of the 4 elementary schools in the system. A new principal was hired for Garrard High and the 4 present principals of the elementary schools are the same principals who previously administered school programs which included grades 1-12. Since Mason was closed and since the former principal there taught 3 science classes per day, the Mason principal moved to the new school and is now head of the science program. It may seem that all of these administrators could be more effective in their present positions rather than administering instructional programs which included grades 1-12.

Librarians: Lancaster had a librarian who devoted 70 per cent of her time to the library; while at Paint Lick 50 per cent of the librarian's time was devoted to the same purpose. Mason did not have a qualified librarian. The remaining two schools had librarians for only 1 period a day as the librarians devoted the remaining periods to classroom teaching. The fact that Garrard High now has a full-time librarian could certainly be more advantageous because full-time library services are now available for all high school students. The librarian may now be in a much better position to devote the skills and resources of prior training to enriching the library program and keeping up with the latest developments in the field.

Counselors: Of all the former high schools, only Paint Lick had a qualified counselor. However, the counselor at Paint Lick had one period a day set aside for this task and the remaining periods were spent in the classroom teaching. Although the remaining schools did not have a guidance program as such, the faculties of these schools were possibly involved in some type of guidance.

School Records

There was no great difference in the records which were kept on the students in each of the former schools. Of the following types of information about students which are presently filed at Garrard County, there is no information which was not present in some of the previous schools.

1. Marks given in previous school work.
2. Scores on standardized tests.
3. Scores on intelligence tests.
4. Ratings on aptitude tests.
5. Anecdotal records prepared by former teachers.
6. Personality ratings.
7. Marks or ratings on citizenship or conduct.
8. Marital status of parents.
9. Educational level of parents.
10. Information about brothers and sisters.
11. Economic status of family.
12. Records of home duties of pupils.
13. Reports of home visits by former teachers.
14. Cumulative records of weight and height.
15. Reports of medical examinations.
16. Records of diseases and injuries.
17. Records of immunization.
18. Records of interviews with pupils.
19. Hobbies.
20. Future educational plans.
21. Future vocational plans.
22. Other data (please specify).

However, it must be pointed out that there was a greater difference in the number of students in the schools, other than Mason and Paint Lick, who had information on student hobbies, future educational plans, and future vocational plans. This difference was most likely due to the lack of a full-time counselor.

The preceding information concerning students is now kept by a full-time counselor at Garrard High. A new testing program has been initiated which could aid in gathering information concerning the future educational or vocational plans of the students.

Table XV shows the various aptitude and achievement tests which were administered in each of the schools prior to and after consolidation. These tests are shown by grades in which they were administered as well as by schools. The National Education Development Test and the National Merit Scholarship Qualifying Test were optional and students had to pay for taking them. The remaining tests were paid for by the school board when administered.

Looking briefly at Table XV, it is immediately noted that the testing program at Buckeye could have been wholly inadequate. Merely testing the freshman class each year by giving them the California Aptitude Test may limit the amount of guidance and counseling a student could receive when confronted with decisions about future educational or vocational plans.

Garrard High administers the Differential Aptitude Test to all freshmen before registration and the only school which previously gave an aptitude test to freshmen was Paint Lick. Paint Lick ad-

TABLE XV

HIGH SCHOOL APTITUDE AND ACHIEVEMENT TESTS, BY GRADES, BEFORE AND AFTER CONSOLIDATION

Schools by Grades	APTITUDE AND ACHIEVEMENT TESTS											
	DAT	COII	OMAT	NEDT	NMSQT	CQT	KCB	EHSCD	MAT	CATD	SAT	AAT
Lancaster:												
9								x				
10							x					
11					op							
12						x	x					
Paint Lick:												
9		x	x	op								
10				op								
11			x		op							
12						x						
Buckeye:												
9										x		
10												
11												
12												
Mason:												
9							x					
10							x					
11					op		x		x			
12						x						
Robinson:												
9							x					
10							x	x				
11					op		x					
12												
Garrard Co.: 1964-65												
9	x	given	x	op								
10		as		op				x				
11		needed	x	op	op		x					
12						x						
Garrard Co.: 1966-67												
9	x	given	x	op	op					given		
10		as		op	op					as	x	
11		needed	x	op	op	x				needed		
12				op	op						x	x

NOTE: op - optional

ministered the California Occupational Interest Inventory Test to freshmen and the Otis Quick Scoring Mental Ability Test to both freshmen and juniors. Paint Lick, therefore, was the only school which previously administered aptitude tests before the end of the sophomore year. Although all of the former schools, with the exception of Buckeye, offered the National Merit Scholarship Qualifying Test as an option for juniors, one reasonably may assume that guidance and counseling of students may become wholly inadequate without information concerning the students' aptitudes and interests. It could also seem that aptitude testing should be started in the first year of a high school program.

Observing the achievement tests in Table XV, one notes that Buckeye gave a test to freshmen only. Mason and Dick Robinson tested the freshmen, sophomores, and juniors, while Lancaster tested the freshmen, sophomores, and seniors. With the exception of Mason, the four remaining schools administered the College Qualifying Test, which is a combination aptitude and achievement test, to the seniors.

The most revealing differences concerning testing at Garrard County during 1966-1967 are: All students at Garrard High take the Differential Aptitude Test before registration and the Otis Quick Scoring Mental Ability Test during the freshman and junior years. The National Education Development Test may also be taken as an optional test. Although the California Occupational Interest Inventory Test is given when needed, these tests which are offered to the freshmen certainly make a tremendous difference in the previous offerings. The fact that achievement tests are given during the sophomore, junior, and senior years plus the College Qualifying Test to the juniors and the Air Force Aptitude to the seniors could provide for a more adequate testing program. The vocational and interest needs, the scholastic aptitude needs, and the scholastic achievement needs of the students may be met to a much greater degree. The optional tests which are offered may also provide an opportunity for all students to compete in the National Scholarship Program.

It is also important to mention that the counselor who devoted one period a day at Paint Lick counseled approximately 10 students a week as compared to the 50 students a week now being counseled at Garrard High. More time is now being spent in orientation of the 8th grade students and administering the Differential Aptitude Test in order to better guide them during their entrance to high school. A full time counselor is able to utilize more time in keeping individual inventories up to date which provides all teachers test results for evaluating pupil progress.

Paint Lick previously had the Science Research Associate Occupational Information File, as well as occupational filmstrips and films. Mason, Dick Robinson and Lancaster had limited occupational information in their libraries. At present, all students have access to information concerning counseling and guidance. Garrard High has the SRA file, filmstrips, films, and the Occupational Handbook.

Occupational Information and a testing program, which measures aptitude as well as achievement, has now been instituted for all students. This arrangement could provide a much better guidance and counseling program.

Teaching Staff: Prior to consolidation there were 39 staff members assigned to all of the 5 high schools. Two of these taught in junior high only, while 4 were administrators who did not teach regularly assigned classes. The remaining 33 teachers taught in either high school or both senior and junior high.

Table XVI points out that all staff members assigned to each of the former high schools had a college degree and that there were no teachers who were teaching with emergency certificates before or after consolidation. One should note, however, that of the number of classes taught by teachers out of their major or minor fields, Lancaster had

TABLE XVI

A COMPARISON OF STAFF REQUIREMENTS BEFORE AND AFTER CONSOLIDATION

Staff Requirements	Number of Staff in Former Schools 1963-1964					Total Staff in all five Schools 1963-1964	Garrard County 1964-1965	Garrard County 1966-1967
	Lancaster	Paint Lick	Buckeye	Mason	Camp Dick Robinson			
Number of teachers without a degree	0	0	0	0	0	0	0	0
Number of teachers with emergency certificate	0	0	0	0	0	0	0	0
Number of classes taught by teachers out of major or minor field	3	0	0	4	8	15	0	0
Number of teachers exceeding 750 pupil hour load per week	5	0	0	0	0	5	11	3

3 classes, Mason 4, and Dick Robinson 8. Therefore, 3 of the 5 schools offered a total of 15 classes which were taught by unqualified teachers, although these teachers had degrees in other teaching fields.

At this writing Garrard High is not offering any classes which are being taught by any teacher without a major or minor in the subject. This certainly seems to be a tremendous improvement when it is recalled that Garrard High is now offering 20 courses which were not taught in any of the previous schools or a total of 41 courses which were not taught in all five of the former schools.

In order to understand this relationship, reflect for just a moment. One should remember that 5 senior English Classes were required before consolidation whereas 3 sections of senior English could now accommodate the 105 senior English students at Garrard High. This difference means that teachers are now able to specialize in their instructional areas rather than teaching 5 different subjects. The changes in the organizational structure, facilities, and curriculum content enabled the administration to assign staff in more specialized areas rather than having them fill gaps in the curriculum content.

Table XVI also points out that there was a total of 5 teachers who exceeded the 750 pupil hour load per week prior to consolidation compared to 11 teachers during 1964-1965 and 3 teachers who are presently exceeding this load at Garrard County. This difference may seem to be very undesirable. It must be remembered that in 1964-1965 the new school was in its first year of operation and was faced with a great task in scheduling the students from 5 high schools in a program then offering 34 courses which were previously unavailable to all students. During 1966-1967 the course offerings included 41 courses which were unavailable to all students prior to consolidation with only 3 teachers exceeding the 750 pupil hour load per week. This problem was recognized by the Garrard administration and is one which is expected to be remedied during the coming year. Consideration should now be given to the differences in the number of teachers who were teaching in high school only or both senior high and junior high.

Table XVII shows the number of teachers who were teaching in each of the former high schools and the amount of time which was devoted to high school teaching. Of the 11 teachers who taught high school classes at Lancaster in 1963-1964, 2 taught 20 per cent of the time, 1 taught 30 per cent of the time, 1 taught 50 per cent of the time, 4 taught 70 per cent of the time, while 2 teachers taught full time in high school only. Of the 11 teachers at Lancaster, only 6.2

TABLE XVII

THE NUMBER OF HIGH SCHOOL TEACHERS BY SCHOOLS AND THE TIME DEVOTED TO HIGH SCHOOL TEACHING ONLY

Former High Schools 1963-1964	Number of Teachers Teaching in High School	The Time and No. of Teachers Devoting This Time to High School Teaching Only					Total No. of Teachers Teaching in High School Only
		.2 of Time	.3 of Time	.5 of Time	.7 of Time	Full Time	
Lancaster	11	3	1	1	4	2	6.2
Paint Lick	9	2		1	1	5	6.6
Buckeye	5	1			1	3	3.9
Mason	3			2	1		1.7
Dick Robinson	5	1			1	3	3.9
Total	33	7	1	4	8	13	22.3
Garrard County 1964-1965	23					23	23
Garrard County 1966-1967	26					26	26

teachers taught in high school while the remaining time was spent teaching in junior high. Of the 9 teachers at Paint Lick, there were 5 full-time teachers included in the total 6.6 teachers devoted to high school instruction only. Of the 5 teachers at Mason, there were no full-time high school teachers in their 1.7 total. Camp Dick had 3 of their 5 teachers teaching full time for a total of 3.9 teachers who taught only in high school.

By observing the totals for all five schools, one finds some very revealing facts. Of the total number of 33 teachers who taught at all five of the former high schools, there were only 13 teachers who taught full-time in high school. This difference indicates that there were 20 teachers who taught in both senior and junior high. An arrangement such as this may seem to be a very undesirable situation.

not only because it may place extra demands on the individual teachers' resources, but it may seem that the junior high students could possibly lose their identification in the junior high school program.

Another revealing fact is that of the 33 teachers, there were 22.3 teachers who taught in high school only as compared to the present 26 teachers at Garrard High. Although there are 3 teachers exceeding the pupil teaching load at Garrard High; the high school enrollment has increased by 31 students; 41 courses have been added which were unavailable to all students; while only 1.7 teachers have been added for classroom teaching purposes. Considering the fact that an increase of 3.7 teachers may be insufficient and should or will be improved, this change in staff assignments certainly could have an influence on staff behavior and may enable staff to be more efficient as a whole. This information should now be tied in with the number of different subjects which were taught by teachers prior to and after consolidation.

Table XVIII lists the number of teachers by schools and indicates the per cent of the teachers who taught from 1 to 6 different subjects each day. One may wish to ponder a moment and note the individual differences among these schools, such as 40 per cent of the teachers at Buckeye and 67 per cent of the teachers at Mason who taught 6 different classroom subjects each day. However, consider the very heart of this table. Observe carefully the total number of teachers for all 5 former schools. One will note that of the total 32 teachers for all 5 former schools 25 per cent taught 1 to 3 different subjects while 75 per cent taught 4 to 6 different subjects each day. During 1964-1965 Garrard High had 23 teachers, of which 87 per cent taught 1 to 3 different subjects while only 13 per cent taught 4 or 5 different subjects each day. During 1966-1967, 4 per cent of the teachers taught only 1 classroom subject, 50 per cent taught 2 subjects, 35 per cent taught 3 subjects. A total of 89 per cent of the teachers were teaching 1 to 3 subjects while the remaining 11 per cent had 4 subjects. No teacher .. s teaching as many as 5 or 6 different subjects. It should be pointed out that in this comparison a teacher teaching English I, II, III, and IV was counted as teaching 4 different classroom subjects although the teacher was still teaching in her major area of instruction. This difference alone is of vital importance.

There may be those who feel that the differences shown in Table XVII are unimportant because all of these teachers in the new school will still have approximately 5 class preparations a day even if these 5 classes consist of only 2 different subjects. No doubt, this may be true as every classroom requires classroom preparation. However,

TABLE XVIII

THE NUMBER OF TEACHERS BY SCHOOLS, SHOWING THE PER CENT OF TEACHERS WHO TAUGHT FROM 1 TO 6 DIFFERENT SUBJECTS BEFORE AND AFTER CONSOLIDATION

Schools	Number of Teachers	The Per Cent of Teachers Teaching the Following Number of Subjects					
		1 subject	2 subjects	3 subjects	4 subjects	5 subjects	6 subjects
Lancaster	11	9		18	36.5	36.5	
Paint Lick	9		11	11	57	22	
Buckeye	5	20	20		20		40
Mason	3			33⅓			66⅔
Dick Robinson*	4					100	
Total for All Five Schools (1963-1964)	32	6	6	13	31	31	13
The Per Cent of Teachers Teaching 1-3 Subjects		--------25-------					
Per Cent of Teachers Teaching Four or More Subjects					---------75--------		
Garrard Co. (1964-1965)	23	18	26	43	9	4	
Per Cent of Teachers Teaching 1-3 Subjects		---------87-------					
Per Cent of Teachers Teaching 4 or More Subjects					---------13--------		
Garrard Co. (1966-1967)	26	4	50	35	11	0	
Per Cent of Teachers Teaching 1-3 Subjects		---------89-------					
Per Cent of Teachers Teaching 4 or More Subjects					---------11--------		

*One teacher taught part time every third day and was not included.

which leads to better instruction, a teacher who must prepare for 5 different subjects in various areas or an English teacher who teaches junior and senior English? It may seem that the English teacher could be in a better position to keep up with the teaching field. It may be rather difficult to attend all the workshops in the various areas of instruction at educational meetings. When a field of instruction becomes more specialized for the individual teacher, classroom preparations, although necessary, could be easier since a teacher may be more able to keep abreast with the new ideas and innovations. This certainly could seem to be a very important change which could definitely modify staff behavior.

NOTES

[1] Lewis Collins, *History of Kentucky, Vol. II* (Louisville: John P. Morton and Co., 1924), p. 288.

[2] Kentucky Department of Economic Development, *Industrial Resources, Lancaster, Ky.* (Frankfort, Ky., 1957), Appendix A.

[3] *Ibid.*

[4] Kentucky Department of Economic Development, *Industrial Resources, Lancaster, Ky.*, (*Frankfort, Ky.*, February, 1961), p. 3.

[5] Agricultural and Industrial Development Board of Kentucky and the Garrard County Board of Commerce, *Economic and Industrial Survey of Lancaster, Ky.*, (Frankfort, Ky., January 3, 1952). Appendix A.

[6] Kentucky Department of Economic Development, *Industrial Resources, Lancaster, Ky.*, (Frankfort, Ky., February, 1961), p. 4.

[7] Kentucky Department of Economic Development, *Kentucky Industrial Directory 1961-1962*, (Frankfort, Ky., 1962), p. 7.

[8] Kentucky Department of Economic Development, *Deskbook of Kentucky Economic Statistics 1963*, (Frankfort, Ky., October, 1963), p. 31.

[9] *Ibid.*, p. 47.

[10] Kentucky Department of Economic Development and the Garrard County Board of Commerce, *Industrial Resources, Lancaster, Ky.*, (Frankfort, Ky., 1961).

[11] Bureau of School Service, University of Kentucky, *Garrard-Lancaster Looks At Its Schools* (Lexington, Ky., 1960).

[12] Garrard County Board of Education, *General Record Book*, Lancaster, Ky., Board Minutes, March 4, 1961.

[13] *Ibid.*

[14] *Ibid.*, Board Minutes, May 6, 1961.

[15] *Ibid.*, Board Minutes, June 12, 1961.

[16] B. O. Smith, W. O. Stanley, and J. H. Shores, *Fundamentals of Curriculum Development* (New York: Harcourt, Brace & World, Inc., 1957), p. 108.

[17] Garrard County Board of Education, *Handbook of Policies, Rules and Regulations* (Lancaster, Ky., 1962), p. iv.

[18] Bureau of School Service, University of Kentucky, *The Measure of a Good School*, Lexington, Ky., April, 1964, p. 64.

[19] *Ibid.*, p. 71.

[20] *Ibid.*, p. 72.

[21] Kentucky State Department of Education, *Accrediting Standards and Courses of Study for Kentucky Elementary and Secondary Schools*, Educational Bulletin, XXVIII, No. 8 (Frankfort, Ky., August, 1959), pp. 514-517.

CHAPTER III

SUMMARY AND CONCLUSION

Summary

The purpose of this study was to determine the changes in the instructional program resulting from consolidation in the Garrard County Kentucky School System. The procedure was one of investigating the differences in the components of the instructional program: purpose, organizational structure, facilities, instructional materials, curriculum content, and professional staff. The investigation revealed the following changes:

Division I: Purpose

The purposes and objectives of the existing schools prior to consolidation were unavailable to this writer. The most important change is that the new Garrard County Board of Education has formulated its purposes, objectives, and philosophy since the merger of the Lancaster Board of Education and the Garrard County Board of Education.

Division II: Organizational Structure

1. The Lancaster Board of Education and the Garrard County Board of Education merged to form the new Garrard County Board of Education.
2. Of the seven schools which existed prior to consolidation, five schools included grades 1 through 12 and two were elementary schools. Three of the seven schools were abolished and the remaining four schools were converted into elementary schools; one of which was located in Lancaster and the other three in the rural areas of the county.
3. The new Garrard County High School included grades 9 through 12 and was erected in Lancaster to serve all high school students in the county.
4. The enrollments of the five former high schools in 1963-1964 were 182, 120, 68, 44, and 89 students; whereas, the enrollment at Garrard County High in 1966-1967 was 534 students.
5. The senior class enrollments of the five former schools in 1963-1964 were 42, 19, 19, 6, and 18 seniors; whereas, Garrard County High enrolled 105 seniors in 1966-1967.
6. There were a total of 111 classes which were taught in all five

of the former schools in 1963-1964; whereas, Garrard County High has 138 classes.

7. In 1963-1964 each of the five high schools devoted from 1 to 2 hours for laboratory exercises in 2 to 4 different areas of instruction. Garrard County High devotes 2 hours for laboratory exercises in 8 areas of instruction.

8. The total number of classes which contained over 35 students at all five schools before consolidation was reduced from 18 to 2 classes (band and choral music).

Division III: Facilities

1. Garrard County High provides a more adequate school plant in each of the following areas: site, sanitation, structural character, lighting, heating and ventilation, washrooms, lunchrooms, faculty facilities, and related facilities.

2. Prior to consolidation the number of special purpose rooms ranged from none at Mason to six at Lancaster. Garrard County High provides twenty-seven special purpose rooms, including: 4 math classrooms, 2 business education rooms, 3 home economics rooms, 1 art room, 1 language laboratory, 2 industrial arts rooms, 2 agriculture rooms, a lecture or film room, library, health room, gymnasium, and an auditorium.

Division IV: Curriculum Content

1. Garrard County offers 47 units of course offerings, whereas, the offerings of the five former schools ranged from 12 units to 27 units.

2. Garrard County offers 41 different courses which were not offered in all five of the former high schools.

3. Garrard County offers 20 different courses, such as Advanced Math, Plane Geometry, Trigonometry, Physics, Advanced Biology, Spanish, General Shop, and Secretary Office Practice, which were not available in any of the former schools in 1963-1964.

4. Garrard County High School seniors are presently enrolled in 37 different courses; whereas, the number of courses taken by all seniors in each of the previous schools ranged from 5 courses at Buckeye to 14 courses at Paint Lick.

5. Garrard County students have opportunities to participate in 30 different extra-class activities; whereas, the number of activities previously offered in the former schools ranged from 6 to 15 activities.

6. Varsity sports at Garrard County High include football, baseball, basketball, tennis, track, cross country, and golf. One of the former schools offered 1 sport, one school offered 2 sports, and two

schools offered 3 sports. Track, golf, tennis, and cross country were not offered in any of the former schools.

7. The number of leadership roles such as class officers, valedictorians, and cheerleaders has been drastically reduced as a result of consolidation.

Division V: Instructional Materials

1. The total capital value of instructional materials and equipment in all areas of instruction for all five of the former schools was $60,110, of which, Lancaster had $39,100. The remaining $21,000 in capital value for equipment was in the remaining four schools with Paint Lick having $12,940.

2. The capital value of instructional materials and equipment at Garrard County amounts to $183,500 or three times the total capital value of $60,110 for all five of the former schools.

3. The worth or capital value of instructional materials and equipment at Garrard County High is greater in all areas of instruction than any of the previous schools; this improvement in each of the former schools would cost five times the present capital value at Garrard County High.

4. Although each of the former schools had a sound projector and a slide projector, Garrard County High has 4 movie projectors, 3 slide projectors, 3 overhead projectors, an opaque projector, 3 record players, and 2 tape recorders; these audio visual aids were not available in all of the five previous high schools.

Division VI: Professional Staff

1. Garrard County High has a full time principal for grades 9 through 12. The five former high schools had principals for grades 1 through 12, one of whom taught 3 different subjects.

2. Garrard County High has a full time librarian. Full time librarian services were not available in any of the former schools.

3. Garrard County High has a full time counselor. A full time counselor was not available in any of the former schools.

4. Of the 33 teachers in all five former schools, only 13 teachers devoted full time to high school instruction; 20 teachers taught in both senior high and junior high. Of the total number of 33 teachers in the former schools, 22.3 teachers taught in high school only.

5. Of the 26 teachers at Garrard County High School, all 26 teachers devote full time to high school instructional purposes.

6. There are no teachers at Garrard County High who are teaching outside their major or minor areas; whereas, 15 classes were

taught by teachers who were outside their major or minor areas in the former high schools.

7. Garrard County High has 3 teachers who are exceeding the 750 pupil hour load each week; whereas, there were 5 teachers in all five former schools who exceeded this pupil hour load per week.

8. Twenty-five per cent of the teachers in all 5 former schools taught 1 to 3 different subjects each day, while the remaining seventy-five per cent taught 4 to 6 different subjects each day.

9. Eighty-nine per cent of the teachers at Garrard County High are teaching 1 to 3 different classroom subjects each day, while the remaining eleven per cent teach 4 different classroom subjects each day.

Conclusions

It is apparent from the evidence which has been presented that the changes which have taken place in each of the components of the instructional program are related to one another and to the whole. Change stemmed from the purpose of the Garrard County Board of Education to provide an instructional program to better meet the needs of all students in the county. In order to pursue their purpose, the Garrard County Board of Education reorganized the organizational structure of the district to bring more students into a consolidated school program. New and better facilities with more adequate instructional materials and equipment were necessary to provide the means for doing so and for enriching the curriculum content.

The changes in the instructional program—in organizational structure, facilities, and instructional materials—were related to one another in the sense that they all "meshed together" and provided the conditions for staff modification. The components are related to each other and the whole. Modification of one component may not be made without modifying another. Change must stem from purpose and any modification of any component may be irrelevant unless there is a modification of staff behavior. Otherwise, educators may go on teaching the "same old things" in the "same old way."

The value decisions which are implied in this case study are the responsibility of the school and the community.

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